Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of York
Department	York Law School
Focus of department	**AHSSBL**
Date of application	7 January 2021
Award Level	**Bronze**
Institution Athena SWAN award	**Date: 2018** **Level: Bronze**
Contact for application Must be based in the department	Dr Kathryn Wright
Email	kathryn.wright@york.ac.uk
Telephone	01904 325802 (department number)
Departmental website	www.york.ac.uk/law

1.   LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

York Law School

Heslington, York, YO10 5DD

Professor Caroline Hunter

Telephone: (01904) 325806

Equality Charters Manager,
AdvanceHE,
First Floor, Napier House,
24 High Holborn,
London, WC1V 6AZ

7 January 2021

Dear Equality Charters Manager,

It is my pleasure to present York Law School's application for the Athena SWAN Bronze Award. York Law School (YLS) is a relatively new Law School, founded in 2007. YLS has grown from fewer than 10 staff and only 75 students in 2008 to over 50 staff and 650 students across a range of programmes in 2020. YLS has always been committed to creating an inclusive community where everyone can thrive. It has sought to establish a key set of values which inform all our work (these are set out at p.62 of this application).

Management in the early days of the School, with a small staff, could be personal and communication and decision making collective and relatively simple. The challenge for YLS has been to set up policies and processes that match its growth. The Athena SWAN process has been very helpful to focus the equality and diversity implications of our growth – whether for students or staff.

YLS's self-assessment process formally began when I appointed the role of Athena SWAN (AS) lead in September 2018. The whole process has had the enthusiastic support of the Department Management Team (DMT). It is noticeable that through the process many of the core leadership roles on DMT (Head of Department, Deputy Head of Department, Director of Research) have been women.

YLS is known for its use of Problem-Based Learning (PBL) in its degrees. It makes our programmes distinctive. One of the core elements of PBL as practiced at YLS is reflective learning. As much as we seek to encourage our students to practise this, the Athena SWAN process has enabled us to be self-reflective and critical about every aspect of our School activities and to examine the extent to which gender equality has been achieved in all areas.

There is still work to be done and further improvements to be made. The Action Plan details how we intend to address the issues. I am committed to ensuring that the Action Plan is achievable and that it will make a real difference to the environment of the School.

Our core aims are:

Staff:
- Increase the number of female (Readers and) Professors both from internal promotion and external appointments
- Expand mentoring beyond staff on probation
- Ensure parity of opportunities for those on part-time contracts
- To improve School support for women returning from maternity leave

Students:
- Complete our admissions and Widening Participation project and implement any recommendations
- Continue our inclusive curriculum project

Both:
- Continue our process to provide transparency of policies

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Yours sincerely,

Caroline Hunter
Head of School

447 words (excluding salutations)/500

CONTENTS

LIST OF FIGURES AND TABLES

Figures

Tables

ABBREVIATIONS

*	denotes priority action point
AHRC	Arts & Humanities Research Council
AP	Action point
ART	Academic, Research & Teaching
AS	Athena Swan
ASO	Academic Support Office
BoE	Board of Examiners
BoS	Board of Studies
C&DP	Careers and Development Programme
CS	Culture survey
DHoD	Deputy Head of Department
DMT	Departmental Management Team
DRC	Departmental Research Committee
ECA	Exceptional Circumstances affecting Assessment
EDI	Equality, Diversity and Inclusion
ESRC	Economic and Social Research Council
F	Females
FL	Foundations in Law
FT	Full-time
FTE	Full-time Equivalent
GTA	Graduate Teaching Assistant
HoD	Head of Department
HR	Human Resources
IL	Impact Lead
IPR	Internal Peer Review

KIT (days)	Keeping in Touch (days)
L&T	Learning and Teaching
LLB	Bachelor of Law
LLM	Master of Law
LPC	Legal Practice Course
LTDT	Learning and Teaching Development Team
M	Males
PBL	Problem Based Learning
PDR	Performance and Development Review
PGCAP	Postgraduate Certificate in Academic Practice
PGR	Postgraduate Research
PGT	Postgraduate Taught
Prof	Professor
PT	Part-time
RA	Research Associate
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RGL	Research Grant Lead
RF	Research Facilitator
SAT	Self-Assessment Team
SL	Senior Lecturer
Snr Mgt	Senior Management
SSF	Student Staff Forum
T&S	Teaching and Scholarship
UG	Undergraduate
UoY	University of York

WP	Widening Participation
YLS	York Law School

Note on data sources:

The analysis covers the academic years 2015/16 to 2018/19 and the annual census date is 1 October, unless otherwise stated. (In some sections no figures were available for 2015/16).

We have analysed staff and student data from the following sources:
- UoY Human Resources and student records. Please note that some of the tables and charts contain small font which we know makes them difficult to read. These are produced from the University's databases and cannot be altered; however, we have tried to present them in the best way possible. The University is aware of the issues with reading the data in AS applications and is working to improve this as details of the national AS review recommendations implementation become clearer.
- The Department's own records
- Departmental staff culture survey 2019 (overall response rate: 73%; 45 staff members responded out of 62). 67% of respondents were female, 24% male, 9% preferred not to say.
- Departmental student culture survey 2019-20. There were 88 responses (overall response rate: 14%). Of the respondents, 81% were female and 19% male.
- For benchmarking student data, comparators from Russell Group Law Schools have been used.

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Fig 1: Staff and student composition by gender (2019/20)

York Law School by gender: academic year 2019/20
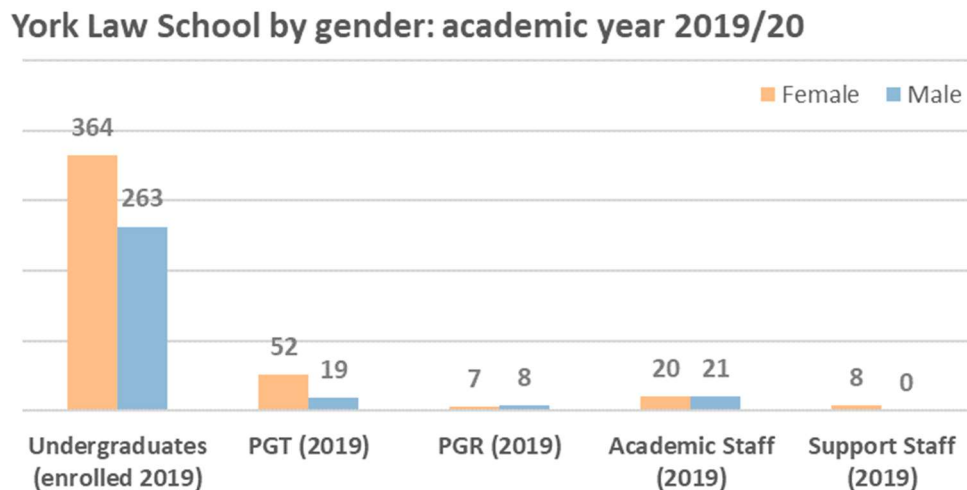
York Law School (YLS) was established in 2007. Over the last 10 years it has grown into a thriving and renowned law school. The School is known for its multidisciplinary research and for its innovative programmes based on problem-based learning (PBL), which involves a high degree of facilitated self-directed group learning in 'student law firms'.

YLS admitted its first intake of undergraduate students in October 2008. A Masters programme in International Corporate and Commercial Law (ICCL) was launched in 2009, and it now has a suite of LLMs: ICCL, general Law LLM, International Human Rights Law & Practice, Legal & Political Theory, and Art Law, alongside a profession-focused LLM, Juris Doctor.[1] As the only Law School in the UK to base our undergraduate degrees on PBL, we offer a distinctive and dynamic approach to teaching and learning. PBL is also used on our Masters degrees alongside other simulated and experiential forms of learning.

YLS has grown from an initial entry of 75 undergraduate students in 2008 to an annual entry of 230 in 2019 (~60%F). The postgraduate taught programmes attract over 60 students a year (~65%F). We also have a small but vibrant community of postgraduate research students at different stages of their PhDs (~50%F).

The School has an inclusive research culture and supports all academic and research staff to undertake excellent research. In the Research Excellence Framework 2014 (the first one that the School was eligible to take part in) the School was joint 1st for the excellence of its research, 4th for its impact and was ranked 5th overall in the UK. All staff are located in at least one research cluster and the clusters play a key role in

---

[1] There was previously also a LLM in Theory & Practice of Legal Education

supporting research applications, mentoring staff in their research development and facilitating interdisciplinary working. The current clusters are:

- Critical corporate and financial law
- Administrative justice
- Private law in context
- Rights, equality, citizenship and empowerment
- Health and well-being
- Law, justice and power

The School is also part of the interdisciplinary Centre for Applied Human Rights.

When YLS first opened its doors to students in 2008 it had 8 full-time academic staff all on ART contracts, 5 PBL tutors on hourly contracts and 2 FT administrators.
The following 10 years has been characterised in rapid growth of both staff and students (Table 8 below at 4.1. and Table 9 at 4.2). The PBL tutors, many of whom are qualified practising lawyers, are instrumental particularly in delivering teaching on the range of subjects we cover as part of the Qualifying Law Degree. These roles are part-time, and by nature mean they are attractive to those with other part-time roles, such as in legal practice, or with caring responsibilities. The PBL tutors are predominantly women, and we reflect in more detail on the implications of this in the relevant sections below.

Overall School strategy is the responsibility of the Departmental Management Team (DMT). The DMT comprises the Head of Department (HoD)(F), Deputy HoD (DHoD)(F), Director of Research(F), Director of Learning and Teaching(M), School Manager(F) and one experienced Professor(M). DMT reports back to the School Meeting of all staff and the Board of Studies. The Board of Studies has responsibility for matters related to teaching and quality assurance.

Fig 2: York Law School departmental structure and governance
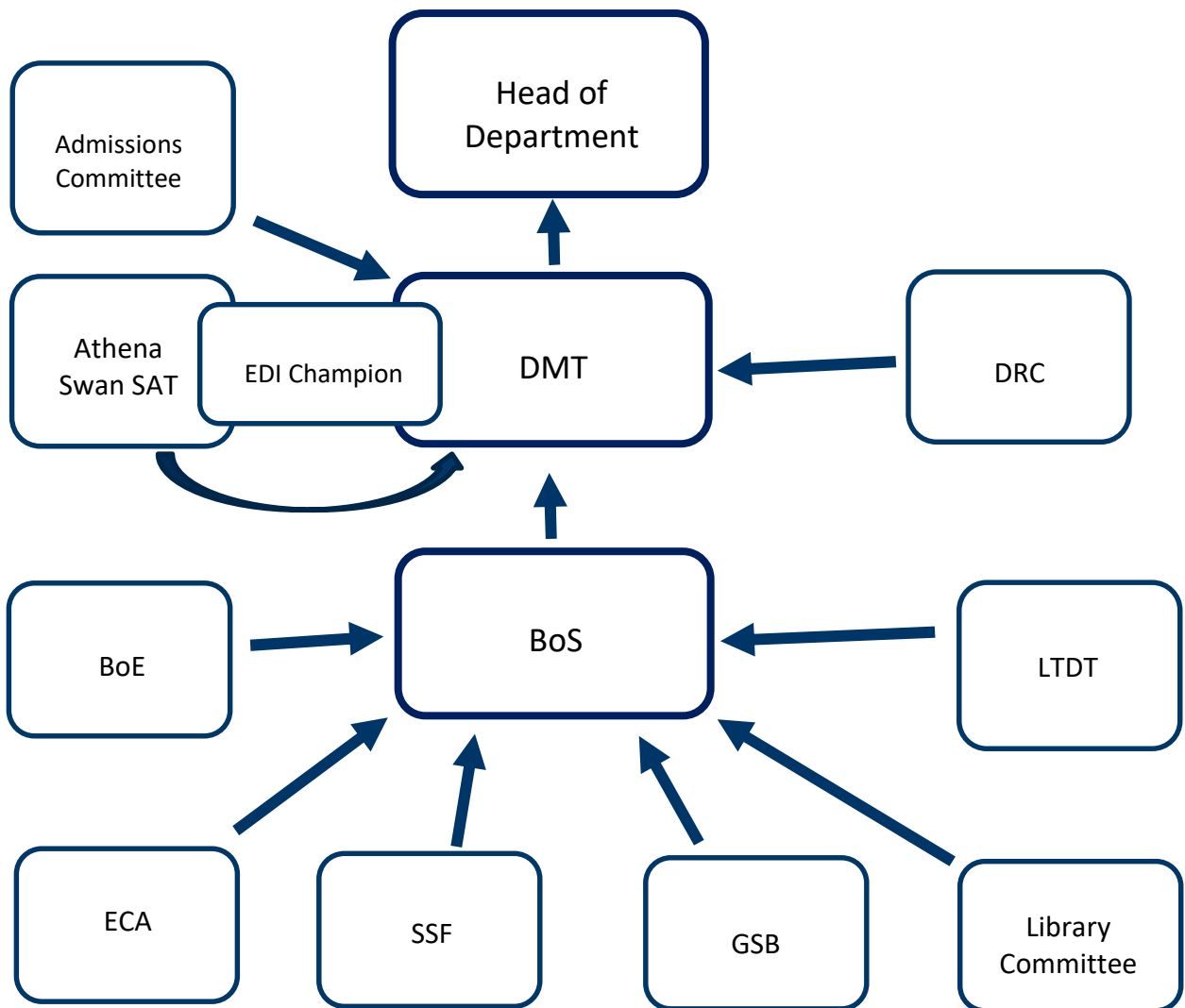
3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The gender composition of the SAT is 71% F (10/14), 29% M (4/14).

Table 1: Athena SWAN self-assessment team

Name	Staff role & role on SAT	Profile *[redacted in this version for confidentiality]*
T T Arvind	Equality & Diversity Champion, Professor Data analysis and visualisation	
Ioana Cismas	Senior Lecturer, YLS & Centre for Applied Human Rights Data gathering and analysis	
Laurence Etherington	Admissions Tutor, Senior Lecturer Data gathering, analysis and drafting	
Jenny Gibbons	Deputy Head of School, Senior Lecturer Data gathering, analysis and drafting	
Joanna Gilmore	Widening Participation Tutor, Lecturer Data gathering, analysis and drafting	
Caroline Hunter	Head of School, Professor Data gathering, analysis and drafting	
Jed Meers	Lecturer Data gathering, analysis and drafting	
Ailbhe O'Loughlin	Lecturer Data gathering, analysis and drafting	
Zoe Picton-Howell	Associate Lecturer, PBL Tutor Data gathering, analysis and drafting	

Louise Prendergast	Departmental Manager SAT secretary; data gathering	
Sarah Scott	Lecturer, PBL Tutor Data gathering, analysis and drafting	
Sue Westwood	Lecturer, Convenor of YLS feminist teaching and research group Data gathering, analysis and drafting	
Chris Wilkinson	Employability Tutor, Lecturer Data gathering, analysis and drafting	
Kathryn Wright	Senior Lecturer Athena SWAN lead and SAT Chair data gathering, analysis and drafting, overall coordination	

Members were largely self-selected following an open invitation. Some are involved by virtue of their relevant research interests and their roles and responsibilities within the School. Following the initial meeting we sought out more male members to gain a better gender balance. We have ensured that the members of the SAT include a range of grades and types of role, different contract types and different personal circumstances. At 14 members, a significant proportion of the School is part of the SAT. This has helped to embed the AS process and principles. SAT membership is specifically reflected in workload planning (200 hours per academic year for the Chair, 20 hours for each member of SAT, and 50 hours for the Equality & Diversity Champion, in addition to the general allowance for administrative tasks).

(ii) an account of the self-assessment process

YLS's self-assessment process formally began when the HoD appointed the role of Athena SWAN (AS) lead in September 2018. The SAT was established in January 2019 with its first meeting. The SAT reports directly to DMT. The Equality & Diversity Champion is also an ex officio member of DMT, ensuring that all decision-making is scrutinised from an EDI perspective.

The SAT meets at least twice a term. We have championed the use of Google Meet video calling so that colleagues can join meetings remotely, supporting flexible working. The SAT also communicates by email and through a secure shared folder. Individuals and subgroups have focused on particular sections of the application. The assessment process has involved the whole School: an AS session was a significant part of the School's annual awayday to discuss the results of the staff culture survey (CS) in September 2019, a lunch meeting was held specifically with PBL tutors in

November 2019 (as part-time, majority female members of teaching staff), and a dedicated workshop on draft points for our action plan took place in early January 2020. Beyond the department there has been consultation through the Social Sciences Faculty AS working group, and best practice imparted e.g. from Psychology, which holds a Gold award.

The SAT began by analysing quantitative data from University HR and business intelligence unit sources and discussing findings with a view to potential action points. A staff CS was designed in consultation with the SAT and administered in July 2019, which led to a second phase of analysis. SAT members were allocated data analysis tasks relating to particular sections of the application, often aligning with their other departmental responsibilities and interests. Similarly, the SAT was involved with the design of the student CS, which was administered in December 2019-January 2020. First year students were encouraged to complete the survey as part of the curriculum during a Law & Gender seminar in the Introduction to Law & Society module.

The SAT and the Bronze submission process has been led by Kathryn Wright, AS Chair, with the support of Caroline Hunter, HoD. The Chair also attends the regular meetings of the Social Science Faculty AS working group and reports regularly to the University AS Coordinator and the Faculty AS Chair, who both advise on strategy and progress.

(iii)   plans for the future of the self-assessment team

The SAT reports progress to the wider School through the monthly staff and student newsletters, regular staff meetings, and away days. To mainstream AS and EDI principles through the department and ensure accountability we will include EDI as a standing agenda item for key departmental meetings (**AP1**)

Following Bronze submission, the SAT will continue its established meeting schedule and update data sources **(AP3)**. The SAT will create an action log to ensure action plan objectives are implemented **(AP4, AP5)**, monitor progress and report regularly to DMT **(AP6).**

Succession on the SAT is planned through the performance and development review process, discussions with the HoD and DHoD over workload, promotion and progression, and individuals' relevant skills and interests. The HoD together with the AS lead will ensure that there is adequate representation and range of staff on the SAT and consult with staff about serving. Appropriate workload allocations for the SAT Chair and members will continue.

YLS launched an Equality, Diversity & Inclusion page on the departmental website, including a section on AS, early in 2020. The SAT will continue to develop this, using it to showcase projects and progress on implementation of the action plan **(AP2).**

Section 3 word count: 688 (excluding SAT table)/1000

Action points:

- * As a priority, ensure EDI, including AS, is a standing item on each DMT agenda, and on staff meeting and Staff-Student Forum (SSF) agendas at least one meeting per year **(AP1)**
- Develop and maintain the Equality, Diversity & Inclusion page on the Law website, including a section on AS **(AP2)**
- Gather and update data sources from the Bronze award on an annual basis, noting baseline measures to record change, and administer next CS in summer 2023 **(AP3)**
- Create action log **(AP4)**
- * As a priority, ensure relevant colleagues are aware of and undertake designated responsibilities **(AP5)**
- Annual report by SAT addressed to DMT on progress, to be circulated among departmental staff and relevant sections to students **(AP6)**

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

If courses in the categories below do not exist, please enter n/a.
(i)   Numbers of men and women on access or foundation courses

N/A

(ii)   Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

We do not offer PT entry to our LLB programme. We offer a 3 year LLB programme, a 4 year programme including a year abroad in Singapore or Hong Kong (a handful of students transfer to this programme each year through an application process in their second year), and a 2 year senior status LLB for those who already hold a Bachelors degree. A number of these are Canadian students taking a route to legal professional qualification. The year abroad and Senior Status programmes began in 2015/16.

Fig 3: UG students by gender

LLB 3 year

LLB 3 Year

Year	Female	Male
2018/19	319	237
2017/18	307	228
2016/17	268	210
2015/16	251	197
2014/15	227	173

LLB 3 Year - percentages

Year	Female	Male
2018/19	57.4%	42.6%
2017/18	57.4%	42.6%
2016/17	56.1%	43.9%
2015/16	56.0%	44.0%
2014/15	56.8%	43.3%

LLB with year abroad

LLB with year abroad

Year	Female	Male
2018/19	5	5
2017/18	3	5
2016/17	3	3
2015/16	2	4

LLB with year abroad - percentages

Year	Female	Male
2018/19	50.0%	50.0%
2017/18	37.5%	62.5%
2016/17	50.0%	50.0%
2015/16	33.3%	66.7%

LLB 2 year Senior Status

LLB 2 year senior status

Year	Female	Male	
2018/19	21	16	
2017/18	18	13	
2016/17	14	11	
2015/16	8	1	

■ Male ■ Female

LLB 2 year senior status - percentages

Year	Female	Male	
2018/19	56.8%	43.2%	
2017/18	58.1%	41.9%	
2016/17	56.0%	44.0%	
2015/16	88.9%	11.1%	
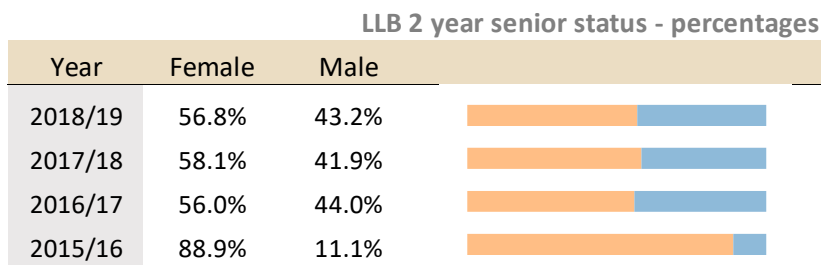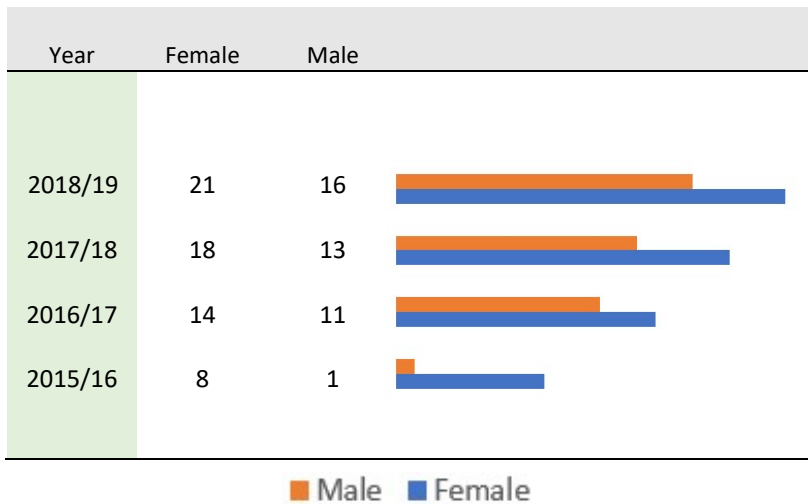
Overall UG headcount has remained fairly consistent at around 57% F and 43% M. This is significantly more gender proportional than all the Russell Group comparators for UG Law (2013-2018), which average around 63% Female and 37% Male (Fig 4 below). We suggest this may be due to YLS's distinctive practical PBL approach. Student numbers other than on the 3 Year LLB programme are so small that differences from the overall headcount numbers are not meaningful.

Fig 4: Sector Comparison – UG benchmarking against Russell Group universities academic year 2017/18

University	Female	Male	
University of York	**57%**	**43%**	
Russell Group average	65%	35%	
University of Sheffield	70%	30%	
University of Edinburgh	70%	30%	
University of Leeds	69%	31%	
Queen Mary	69%	31%	
University of Birmingham	69%	31%	
Cardiff University	69%	31%	
University of Warwick	69%	31%	
University of Southampton	66%	34%	
University of Newcastle-upon-Tyne	66%	34%	
University of Liverpool	66%	34%	
University of Manchester	66%	34%	
Kings College London	65%	35%	
Queen's University Belfast	64%	36%	
University of Bristol	64%	36%	
University of Durham	62%	38%	
University College London	61%	39%	
University of Cambridge	61%	39%	
University of Exeter	60%	40%	
London School of Economics and Political Science	59%	41%	
University of Glasgow	59%	41%	
University of Nottingham	58%	42%	
University of Oxford	58%	42%	

UG Student application, offers and acceptance rates by gender

Table 2: UG Student application, offers and acceptance rates by gender

Academic Year	Department	Level of Study	Applications		Applications: % Split by Gender		Registered Entrants		Registered Entrants: % Split by Gender	
			Female	Male	Female	Male	Female	Male	Female	Male
2015/6	The York Law School	UG	684	438	61.0%	39.0%	107	85	56%	44%
2016/7	The York Law School	UG	1,031	632	62.0%	38.0%	121	94	56%	44%
2017/8	The York Law School	UG	1,009	580	63.5%	36.5%	136	87	61%	39%
2018/9	The York Law School	UG	972	620	61.1%	38.9%	120	105	53%	47%

% apps receiving offers		Acceptance Rate (% of Offers)		Firm Accepts: % Split by Gender		Firm Accepts		Offers: % Split by Gender		Offers	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
58.5%	58.9%	26.0%	31.4%	56.2%	43.8%	104	81	60.8%	39.2%	400	258
47.1%	46.2%	25.5%	30.8%	57.9%	42.1%	124	90	62.5%	37.5%	486	292
54.5%	50.7%	24.5%	28.2%	61.9%	38.1%	135	83	65.2%	34.8%	550	294
64.6%	62.1%	16.6%	24.9%	52.0%	48.0%	104	96	62.0%	38.0%	628	385

As Table 2 shows, total applications have more than doubled. This reflects an increase in UG Law applicants nationwide. The gender split remains relatively stable.

Relative to applications, M offer rate is higher, which evens the gender split. Female offer holders are consistently less likely to accept their offer than males. The difference in acceptance rate has been around 4% (apart from 2018/19).

That pattern is also reflected in the entrant figures, where the proportions of female entrants have either been very similar to the acceptance figures or have reduced further. Any increase over the period has been no more than 0.2% and the greatest further reduction was 1.3%. It may be that F students have higher grades than M and have greater choice in where they accept an offer.

Somewhat unusually, since its inception YLS has interviewed all LLB applicants to test mutual suitability for our unique PBL programme. Interviewers are members of YLS staff, alumni, and friends of the School from local law firms. Information on unconscious bias is provided in the interviewers' briefing packs and in the briefing talk on each interview day by the Admissions Tutor. Each candidate is interviewed by one person, but we operate a peer observation process to moderate interviews and ensure consistency and fairness.

We recognise that there is potential for bias in the interview process, and we will seek feedback on the application process **(AP7, 8).** As well as actions to ensure gender balance and improved unconscious bias awareness **(AP 9, 10, 12),** we started an admissions project in 2020. Analysis of our dataset of over 4,000 interviewed applicants, including interview scores and gender will show whether female applicants are more or less likely to receive higher scores at interview than males **(AP11).** Our modelling of the data will also enable us to consider intersecting variables of gender and socio-economic background. This is the first such analysis of a dataset of this scale. The first results are expected by spring 2021, and the outcome will inform our future admissions policies and practices. Due to COVID-19, interviews for 2021/22 entry have been suspended and instead we are asking applicants to self-assess their suitability for the programme.

Action points

Given that UG female offer-holders are less likely to accept their offer than M, and to enter the programme once accepting an offer, we will:
- seek feedback from applicants through reviewing past Decliners Surveys for any references to gender-related issues **(AP7)**, survey/focus group with current YLS students on perceptions from the admissions process **(AP8)**
- Ensure gender balance among facilitators of admissions activities **(AP9)**
- * As a priority, enhance unconscious bias training for admissions activity facilitators with University EDI team/online (given that not all are YLS staff members) **(AP10)**
- * As a priority, investigate data through the Widening Participation admissions project on M/F grades achieved for entry and/or whether F have been more or less likely than M to receive high interview scores **(AP11)**
- Ensure gender balance and representation in pre-entry introductory materials **(AP12)**

UG Degree Attainment

Table 3: LLB degree attainment by gender

2015/16

UBLAWSABD4	Female	Male	Other
First			
Upper Second		3	

Bar (Male): 100%

UBLAWSLAW3	Female	Male	Other
First (Distinction)	1		
First	19	12	
Upper Second	57	36	
Lower Second	5	5	
Third	2		
Lower Exit	1		

Bars — Female: 1%, 22%, 67%, 6%, 1% / Male: 23%, 68%, 9%

UBLAWSSEN2	Female	Male	Other
First (Distinction)			
First			
Upper Second			
Lower Second			

2016/17

UBLAWSABD4	Female	Male	Other
First			
Upper Second	2	1	

Bars — Female 100%, Male 100%

UBLAWSLAW3	Female	Male	Other
First (Distinction)	1		
First	8	10	
Upper Second	58	40	
Lower Second	4	7	

Bars — Female: 1%, 11%, 82%, 6% / Male: 18%, 70%, 12%

UBLAWSSEN2	Female	Male	Other
First		1	
Upper Second	6		
Lower Second	1		

Bars — Female: 86%, 14% / Male: 100%

2017/18

UBLAWSABD4	Female	Male	Other
First			1
Upper Second	1	1	

Bars — Female 100%, Male 50% / 50%

UBLAWSLAW3	Female	Male	Other
First (Distinction)		1	
First	12	3	
Upper Second	69	46	
Lower Second	4	14	
Third		1	

Bars — Female: 14%, 81%, 5% / Male: 2%, 5%, 71%, 22%, 2%

UBLAWSSEN2	Female	Male	Other
First		1	
Upper Second	5	7	
Lower Second	2	2	

Bars — Female: 71%, 29% / Male: 10%, 70%, 20%

2018/19

UBLAWSABD4	Female	Male	Other
Upper Second	2	3	

Bars — Female 100%, Male 100%

UBLAWSLAW3	Female	Male	Other
First (Distinction)		1	
First	17	9	
Upper Second	70	46	
Lower Second	3	12	
Lower Exit		2	

Bars — Female: 19%, 78%, 3% / Male: 13%, 66%, 17%, 3%

UBLAWSSEN2	Female	Male	Other
First	2		
Upper Second	8	2	
Lower Second	1		

Bars — Female: 18%, 73%, 9% / Male: 100%

Chart legend: Lower Exit, Third, Lower Second, Upper Second, First, First (Distinction)

Key:

UBLAWSABD4	Bachelor of Laws with a year abroad
UBLAWSLAW3	Bachelor of Laws
UBLAWSSEN2	Bachelor of Laws (Senior Status)

As Table 3 shows, while there is no clear pattern at the highest levels, at the lower level of achievement a greater proportion of males than females were awarded a Lower Second Class degree or below in all four academic years. We are not certain why, although there could be a correlation with entry scores. We will continue to investigate reasons for male students' lower attainment and take intervening action during the degree **(AP13, 14)**.

Action points:

- Continue to analyse data on attainment by gender **(AP13)**
- Investigate reasons for and improve male students' lower attainment, through attendance and engagement records, including tutors' notes on contribution – follow up low attendance and contribution; target students with lower attainment to discuss assessment feedback **(AP14)**

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

PGT Student Numbers

Fig 5: PGT student numbers by gender (2015/16-2018/19)

Headcount:

	2015/16		2016/17		2017/18		2018/19	
	Female	Male	Female	Male	Female	Male	Female	Male
PGT - Full Time	7	4	11	12	12	11	30	14
PGT - Part Time					1	1	5	1

Percentages:

	2015/16		2016/17		2017/18		2018/19	
	Female	Male	Female	Male	Female	Male	Female	Male
PGT - Full Time	63.6%	36.4%	47.8%	52.2%	52.2%	47.8%	68.2%	31.8%
PGT - Part Time					50.0%	50.0%	83.3%	16.7%
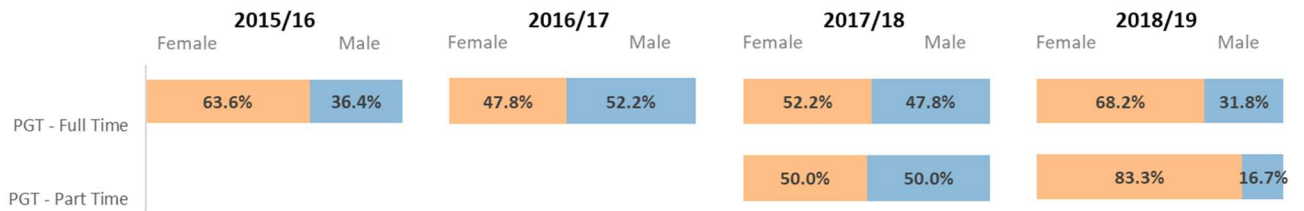
As Fig 5 shows, the PGT student headcount pattern is more variable than UG.

These figures compare with a Russell Group average of around 61% F and 39% M (Fig 6 below):

Fig 6: Sector Comparison – PGT benchmarking against Russell Group universities 2017/18

University	Female	Male	Other	2017/18 Postgraduate Law Students
University of York	**66%**	**32%**	**2%**	
Russell Group average	61%	39%	0%	
University of Manchester	72%	28%		
University of Exeter	68%	32%		
University of Birmingham	67%	33%		
University of Edinburgh	67%	33%	0%	
Queen's University Belfast	66%	34%		
University College London	65%	35%		
University of Durham	64%	36%		
University of Sheffield	63%	37%		
University of Bristol	63%	37%		
University of Leeds	62%	38%		
University of Warwick	62%	38%		
University of Nottingham	62%	38%		
University of Newcastle-upon-Tyne	62%	38%		
London School of Economics and Political Science	61%	38%	0%	
Queen Mary	61%	39%		
University of Liverpool	59%	41%		
University of Southampton	59%	41%		
University of Glasgow	58%	42%		
Cardiff University	56%	43%	0%	
Kings College London	54%	44%	2%	
University of Cambridge	50%	50%		
University of Oxford	49%	51%		

Legend: Female (orange), Male (blue)

Table 4: PGT Student application, offers and acceptance rates by gender (2015/16-2018/19)

Academic Year	Department	Level of Study	Applications		Applications: % Split by Gender		Registered Entrants		Registered Entrants: % Split by Gender	
			Female	Male	Female	Male	Female	Male	Female	Male
2015/6	The York Law School	PGT	143	67	68.1%	31.9%	11	4	73%	27%
2016/7	The York Law School	PGT	47	56	45.6%	54.4%	12	12	50%	50%
2017/8	The York Law School	PGT	39	46	45.9%	54.1%	11	13	46%	54%
2018/9	The York Law School	PGT	119	58	67.2%	32.8%	34	12	74%	26%

% apps receiving offers		Acceptance Rate (% of Offers)		Firm Accepts: % Split by Gender		Firm Accepts		Offers: % Split by Gender		Offers	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
25.9%	26.9%	27.0%	33.3%	62.5%	37.5%	10	6	67.3%	32.7%	37	18
55.3%	46.4%	50.0%	42.3%	54.2%	45.8%	13	11	50.0%	50.0%	26	26
59.0%	41.3%	47.8%	68.4%	45.8%	54.2%	11	13	54.8%	45.2%	23	19
61.3%	43.1%	49.3%	52.0%	73.5%	26.5%	36	13	74.5%	25.5%	73	25

As Table 4 shows, the gender pattern of applications is variable, but similar in two pairs of academic years.

28

The offer rate difference between genders has been significantly greater than at UG, averaging 15% over the three most recent academic years in favour of F **(AP15).** This may be because of the greater variety of qualifications and experience in applicants for PGT and the generally higher F performance at UG level. The higher likelihood of strong candidates holding an offer from more than one institution impacts acceptance. Although it is difficult to discern a pattern, notably the acceptance rate for F offer holders was 20% lower than for M in 2017/18 **(AP16,17).**

The entrant figures are again variable, but reflect the two pairs of years in applications.

Action points:

- Confirm whether lower M offer rates are based on entry qualifications or other reasons – review sample of applications **(AP15)**
- review the Decliners Survey for any references to gender-related issues, or whether holding better offers from elsewhere **(AP16)**
- Ensure gender balance and representation in admissions engagement before course begins **(AP17)**

Table 5: PGT Completion Rates by Gender

Route Code	Gender	Courseaim Level	Degree Class Group + Distinction	2015/6 %	2015/6 Unit	2016/7 %	2016/7 Unit	2017/8 %	2017/8 Unit	2018/9 %	2018/9 Unit
PMLAWSCLE1	Female	PGT	Pass - Distinction	100%	3						
	Male	PGT	Lower Exit			100%	1				
PMLAWSICC1	Female	PGT	Pass - Distinction	17%	1						
			Pass - Merit	17%	1					82%	9
			Pass	67%	4					9%	1
			Lower Exit							9%	1
	Male	PGT	Pass - Distinction	29%	2					50%	1
			Pass - Merit	43%	3					50%	1
			Pass	14%	1						
			Lower Exit	14%	1						
PMLAWSICG1	Female	PGT	Pass - Distinction					17%	1		
			Pass - Merit			80%	4	67%	4		
			Pass			20%	1	17%	1		
	Male	PGT	Pass - Distinction					29%	2		
			Pass - Merit			100%	1	71%	5		
			Lower Exit							100%	1
PMLAWSIHR1	Female	PGT	Pass - Distinction							27%	6
			Pass - Merit							50%	11
			Pass							23%	5
	Male	PGT	Pass - Merit							50%	4
			Pass							50%	4
PMLAWSLAW1	Female	PGT	Pass - Merit							100%	1
	Male	PGT	Pass - Merit							50%	1
			Pass							50%	1
PMLAWSLPT1	Female	PGT	Pass - Distinction			67%	2	33%	1		
			Pass - Merit			33%	1	33%	1	100%	1
			Pass					33%	1		
	Male	PGT	Pass - Distinction			67%	2	50%	2	14%	1
			Pass - Merit			33%	1	50%	2	86%	6

Key

|	
PMLAWSCLE1	LLM Theory & Practice of Legal Education (2015/16 only, and one student with programme continuation)
PMLAWSICC1	LLM International Corporate & Commercial Law (2015/16 and 2018/19 onwards)
PMLAWSICG1	LLM International Corporate Governance & Commercial Law (2016/17 and 2017/18 only)
PMLAWSIHR1	LLM International Human Rights Law & Practice (2018/19 onwards)
PMLAWSLPT1	LLM Legal & Political Theory (2016/17-2018/19 onwards)
PMLAWSLAW1	LLM Law (2018/19 onwards)

Table 5 shows results on each LLM programme (not all ran every year, and the first cohort of Art Law was outside the relevant period in 2019/20). The numbers are small, with no obvious trends. We will continue to monitor data by gender as our suite of LLM programmes becomes more established.

(iv)   Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

PGR Student Numbers

Fig 7: PGR Student Numbers by Gender
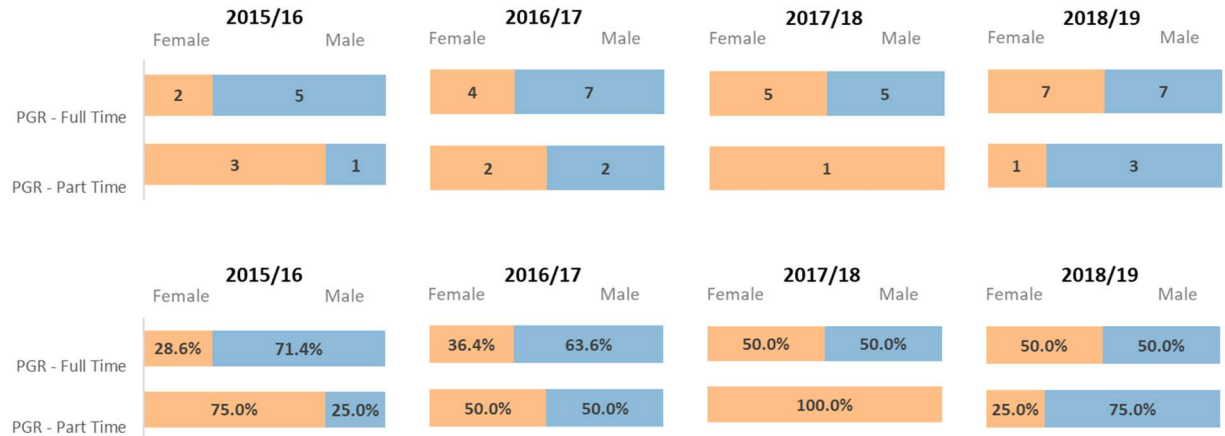
The PGR student headcount pattern is variable, reflecting the very low numbers, but averages around 45%F and 55%M. These figures are a little lower than the Russell Group average for PGR Law (2013-2018), which vary between 49% F/ 51% M and 54% F/46% M. More established Russell Group Law schools will have higher overall numbers of PGR students.

PGR Student application, offers and acceptance rates by gender

Table 6: PGR Student application, offers and acceptance rates by gender (2015/16-2018/19)

Academic Year	Department	Level of Study	Neutral, Other	Applications: % Split by Gender			Registered Entrants			Registered Entrants: % Split by Gender			% apps receiving offers		
				Female	Male	Neutral, Other	Female	Male	Neutral, Other	Female	Male	Neutral, Other	Female	Male	Neutral, Other
2015/6	The York La..	PGR		48.6%	51.4%		1			100%	0%		11.8%	5.6%	
2016/7	The York La..	PGR		39.0%	61.0%		2	4		33%	67%		12.5%	20.0%	
2017/8	The York La..	PGR	1	59.1%	38.6%	2.3%	1	2		33%	67%	0%	7.7%	11.8%	0.0%
2018/9	The York La..	PGR		31.0%	69.0%		2	4		33%	67%		16.7%	10.0%	

Acceptance Rate (% of Offers)			Firm Accepts: % Split by Gender			Firm Accepts			Offers: % Split by Gender			Offers	
Female	Male	Neutral, Other	Female	Male	Neutral, Other	Female	Male	Neutral, Other	Female	Male	Neutral, Other	Female	Male
50.0%	0.0%		100.0%	0.0%		1	0		66.7%	33.3%		2	1
100.0%	80.0%		33.3%	66.7%		2	4		28.6%	71.4%		2	5
50.0%	100.0%		33.3%	66.7%	0.0%	1	2	0	50.0%	50.0%	0.0%	2	2
66.7%	100.0%		33.3%	66.7%		2	4		42.9%	57.1%		3	4

As Table 6 shows, application numbers for PGR are more static than for UG and PGT. There is an average of around 42% F and 58% M over the period. Fewer than 10 offers have been made each year. As a share of offers made, the average across the period is around 40% F and 60% M, aligning closely with the application data.

PGR offers are largely accounted for by the subject matter of the proposed research and supervisors' interests. We encourage prospective PhD applicants to make contact and discuss proposals with potential supervisors before submitting a formal application. **AP18** aims at investigating any gendered patterns. Offers for studentships are also contingent on external Research Council processes.

There is no real pattern in the acceptance of offers by gender. On average, around 72% of F, and 93% of M accepted their offer. We will therefore focus on improving F entrant rates **(AP18).**

The entrant figures show a reduction from acceptance rates for F in the most recent 3 years of data. Taking the numbers of entrants across the period, 40.5% of F, and 59.5% of M offer holders entered the PGR programme. Across all three years, F accounted for one third of registered entrants and M two thirds.

PGR Completion Rates by Gender

Over the period 2015/16-2018/19, 17 PGR students have successfully completed their PhDs: 8F, 9M. One candidate (M) was granted an MPhil as a lower exit award. There is no discernible pattern according to gender, except that the numbers align with the gender balance on the PGR programme.

Action point:

- Investigate reasons for F PGR applicants who have accepted an offer not taking up their place, including whether there is a gendered pattern of contact with potential supervisors, and individual barriers to take up a place. Where possible, implement actions to mitigate these barriers **(AP18)**

Part-time enrolment by gender

We have few part-time students – 10 or fewer each year - reflecting the FT nature of our UG programmes and very significantly lower numbers of PG students.
Table 7 shows the breakdown of PT PGT and PGR students. For 2017/18, the overall share of PT students was 66.7% F and 33.3% M and for 2018/19 it was 60% F, 40% M.

Table 7: PGT/PGR Part-time Enrolment by Gender

Stu Level	Mode Of..	Department Name	Ac Year Enroll / Gender							
			2015/6		2016/7		2017/8		2018/9	
			Female	Male	Female	Male	Female	Male	Female	Male
PGT	Part Time	The York Law School					50.0%	50.0%	83.3%	16.7%
PGR	Part Time	The York Law School	75.0%	25.0%	50.0%	50.0%	100.0%		25.0%	75.0%

(v)   Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Table 8: Overall student numbers: UG, PGT and PGR (2015/16-2018/19)

Percentages:

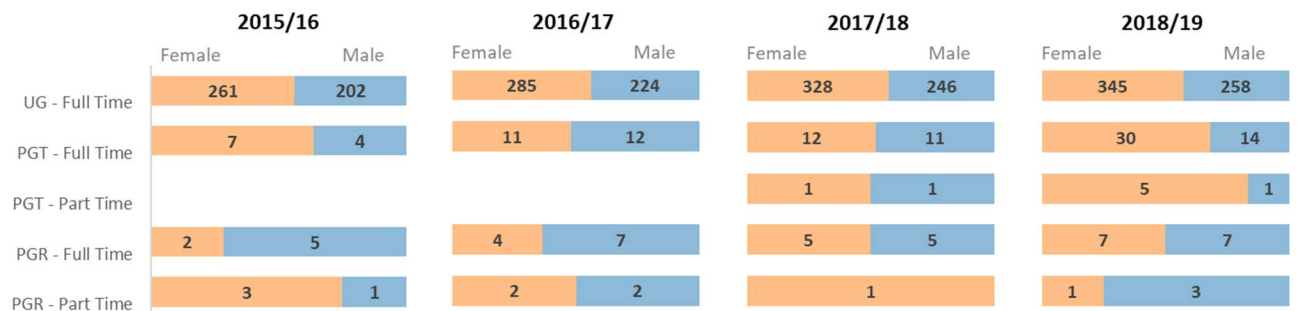|	2015/16 Female	2015/16 Male	2016/17 Female	2016/17 Male	2017/18 Female	2017/18 Male	2018/19 Female	2018/19 Male
UG - Full Time	56.4%	43.6%	56.0%	44.0%	57.1%	42.9%	57.2%	42.8%
PGT - Full Time	63.6%	36.4%	47.8%	52.2%	52.2%	47.8%	68.2%	31.8%
PGT - Part Time					50.0%	50.0%	83.3%	16.7%
PGR - Full Time	28.6%	71.4%	36.4%	63.6%	50.0%	50.0%	50.0%	50.0%
PGR - Part Time	75.0%	25.0%	50.0%	50.0%	100.0%		25.0%	75.0%

Headcount:

	2015/16 Female	2015/16 Male	2016/17 Female	2016/17 Male	2017/18 Female	2017/18 Male	2018/19 Female	2018/19 Male
UG - Full Time	261	202	285	224	328	246	345	258
PGT - Full Time	7	4	11	12	12	11	30	14
PGT - Part Time					1	1	5	1
PGR - Full Time	2	5	4	7	5	5	7	7
PGR - Part Time	3	1	2	2	1		1	3

As Table 8 shows, there is a slight % increase from F UG to F PGT, and a slightly higher % of M at PGR compared to PGT and UG. PGR numbers are very small, and are much more dependent on individual research projects.

Whilst across every year we have more UG women than men, there is a very different split depending on PGT vs PGR, with the taught course being even more female-dominated than the UG course (except in 2016/17), but the research option on average being weighted towards men. It is difficult to speculate on the reasons for this given the small numbers. For societal reasons on average women may be less keen to subscribe to further years of postgraduate study with an uncertain career outcome. In terms of Law careers, apart from a career in academia a PGT degree may have greater added value.

As detailed below in section 5.6(i) on culture, we are seeking to increase student engagement, linked to EDI, through our Inclusive Learning and Teaching project **(AP61)** and establishing student champions representing particular under-represented groups **(AP 62).**

4.2. Academic and research staff data

(i)   Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

In terms of the current gender balance of the Department among academic staff, 31 (57%) are female and 23 (43%) male.

By career level, at grade 6 (all PBL tutors on Associate Lecturer T&S contracts, except for one research associate) 87% are women, 62.5% of Lecturers are women, 40% of Senior Lecturers (SL), 33% of Readers[*] and 30% of Professors. From grade 7 upwards this is a broadly similar pattern to other Law Schools, although the percentage of F Professors is slightly lower.

The proportion of women in different grades relative to the overall proportion of women in the department is: 42% on grade 6, 32% Lecturer, 13% Senior Lecturer, 3% (one person) Reader, 9% Professor.

There are more women in T&S roles and more men in R roles. Currently, 11 of 28 ART staff are women. Of these, 4 of 9 Lecturers are women; 3 of 7 Senior Lecturers; 1 of 3 Readers; and 3 of 9 Professors. However, 67% of ART staff promoted since 2015 are women.

While women have been well represented in the School Management Team – as HoD, DHoD and Research Director - we have identified a declining proportion of women across the career pipeline, in particular the low percentage of female staff at Professor level. This is a priority area to address through the action plan, through both recruitment and promotions, as detailed in those sections **(AP21-28).**

**Table 9: Grade profile over time – all roles (ART, T&S, research) - headcount**

	2014		2015		2016		2017		2018		2019	
	F	M	F	M	F	M	F	M	F	M	F	M
Grade 6	3	3	3	3	3	0	2	0	4	2	4	2
Grade 7	6	3	4	4	7	7	10	6	6	6	8	6
Grade 8/Reader	1	1	3	1	3	2	2	5	4	6	5	8
Prof/HoD/Snr Mgt	3	4	3	4	3	3	3	3	3	4	3	5

---

[*] A Reader has strong and sustained performance at SL level. It is seen as a staging post towards a professorial promotion. It is at the same salary grade as SL (Grade 8).

Table 10: Grade profile over time – all roles – % F

	2014	50%
	2015	50%
	2016	100%
Grade 6	2017	100%
	2018	67%
	2019	67%
	2014	67%
	2015	50%
	2016	50%
Grade 7	2017	63%
	2018	50%
	2019	57%
	2014	50%
	2015	75%
	2016	60%
Grade 8/Reader	2017	29%
	2018	40%
	2019	38%
	2014	43%
	2015	43%
	2016	50%
Prof/HoD/Snr Mgt	2017	50%
	2018	43%
	2019	38%

Fig 8: Staff Grades Over Time (% of total headcount which is female)

Grades over time (% of total headcount which is female)
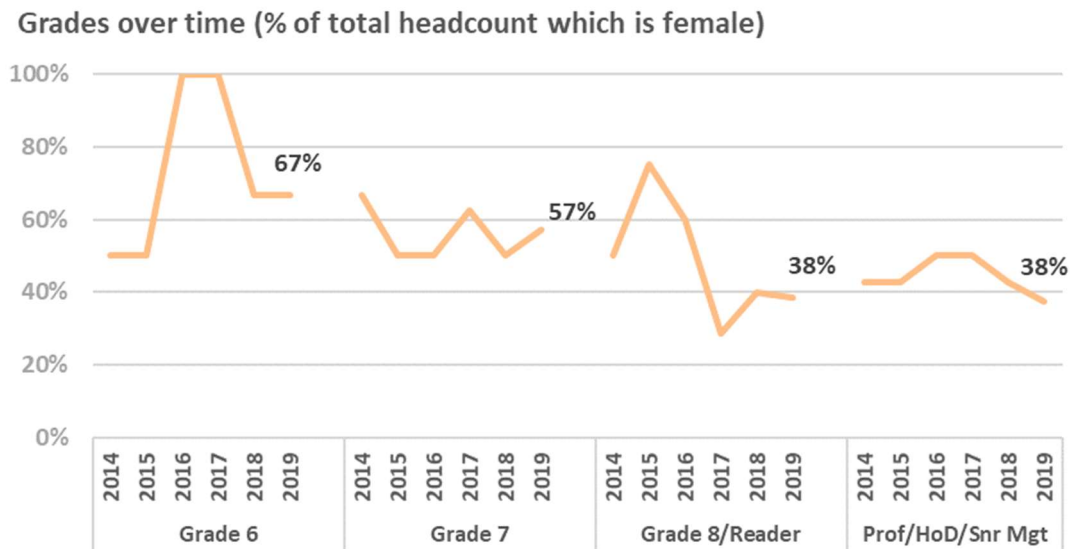
A consideration of contract function over time in Fig 9 below shows that the percentage of women in teaching-only (T&S) posts is rising, whereas the percentage in research and teaching (ART) posts is falling. The PBL tutors are T&S-only roles, and all are part-time. PBL tutors have normally been employed on grade 6 as Associate Lecturers.

Due to the nature of their role it has been difficult to demonstrate evidence for the purposes of the University promotion criteria i.e. performance in scholarship or departmental administration at the same level as teaching. This has been identified as a priority area and since 2017 we have been working on expanding opportunities for PBL tutors, for example through the major curriculum redesign project. Four PBL tutors have been promoted to grade 7 Lecturers, reflecting their contribution to design as well as delivery of teaching materials, and administrative leadership responsibilities such as staff liaison roles or programme or module leadership. As a priority action we will ensure the allocation of dedicated pedagogical scholarship time in T&S roles **(AP 45)** and use the annual PDR to create more opportunities, for those who want to, to initiate strategic and pedagogic projects with a greater degree of responsibility **(AP43)**. Regarding ART posts, action points **AP22-25** address recruitment, at section 5.1(i) below.

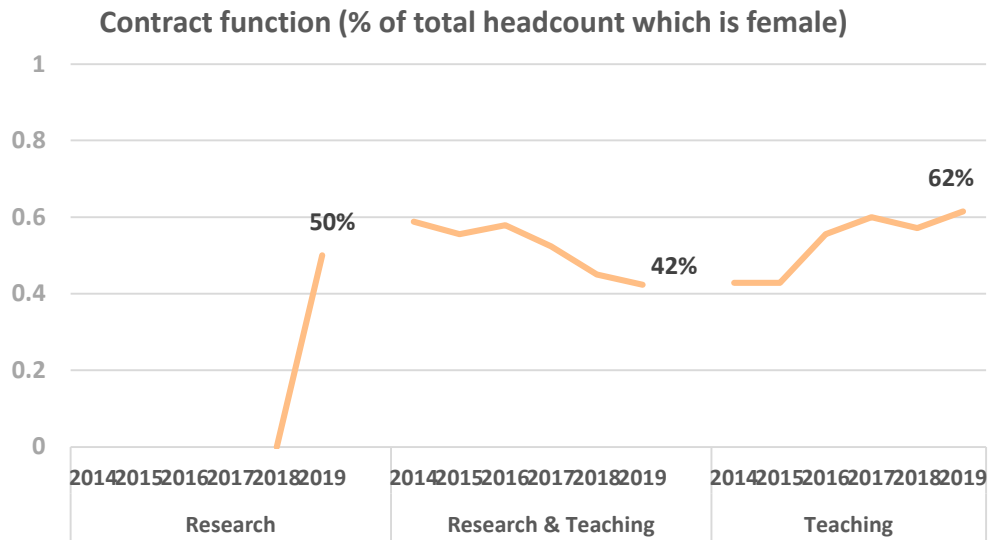**Fig 9: Staff Contract Function (% of total headcount which is female)**

Contract function (% of total headcount which is female)

Table 11: Staff Roles Over Time (% of which is female)

Research only	2014	
	2015	
	2016	
	2017	
	2018	0%
	2019	50%
Research & Teaching	2014	59%
	2015	56%
	2016	58%
	2017	52%
	2018	45%
	2019	42%
Teaching	2014	43%
	2015	43%
	2016	56%
	2017	60%
	2018	57%
	2019	62%

Fig 10: Part-time vs Full-time Staff (% of total headcount which is female)

Part Time vs Full Time (% of total headcount which is female)
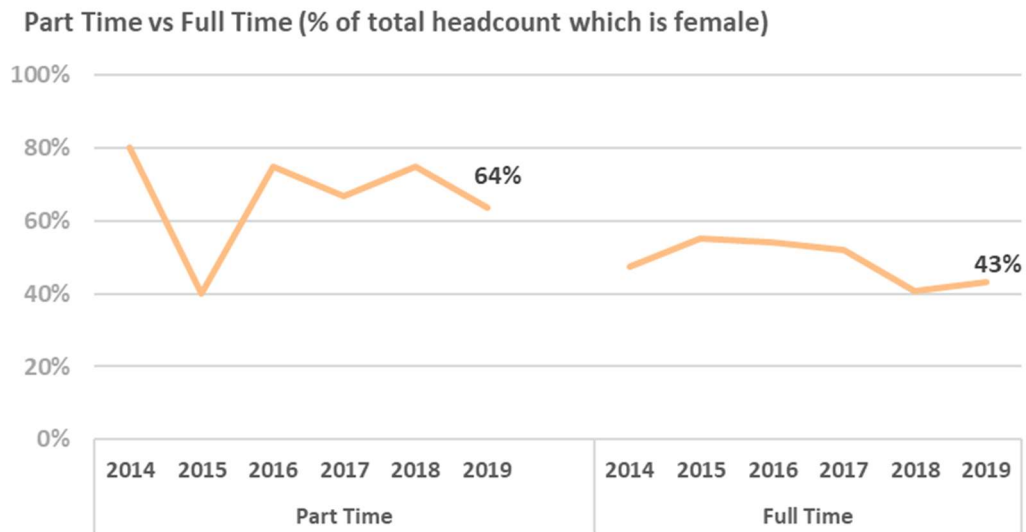
The higher proportion of PT staff who are female reflects the PBL tutors.

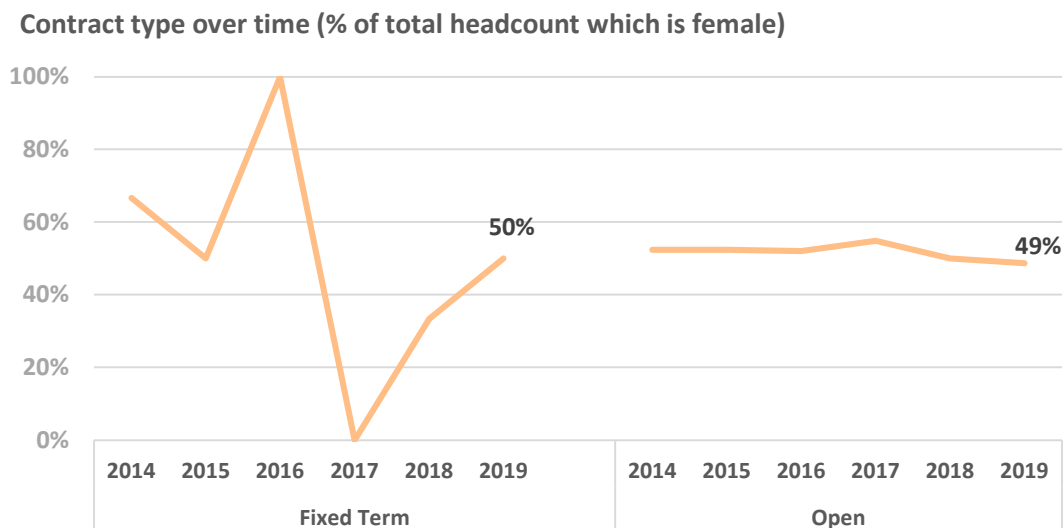**Table 12: Numbers of Part-time and Full-time Staff (% of total headcount which is female)**

Part Time	2014	80%
	2015	40%
	2016	75%
	2017	67%
	2018	75%
	2019	64%
Full Time	2014	47%
	2015	55%
	2016	54%
	2017	52%
	2018	41%
	2019	43%

(ii)   Academic and research staff by grade on fixed-term, open-ended/permanent
         and zero-hour contracts by gender

*Comment on the proportions of men and women on these contracts. Comment on what
is being done to ensure continuity of employment and to address any other issues,
including redeployment schemes.*

YLS has used fixed term contracts in two situations. Firstly, for RAs on research projects
funded externally. This continues, but the numbers have been small (2 F, 2 M).
Secondly, we moved all the PBL tutors who were on hourly contracts to fixed term
contracts in 2013. In academic year 2017/18 all PBL tutors were moved onto fractional
permanent contracts: 18 F, 1 M. Clearly this has proportionally affected female PT staff
who have made up the majority of the PBL tutors. A very small number have chosen to
remain as sessional tutors, which explains the rise of fixed term since then in Fig 11.

**Fig 11: Contract Type Over Time (% of total headcount on each contract type which is
female)**

Contract type over time (% of total headcount which is female)

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Table 13: Academic leavers by grade

	Grade 6		Grade 7		Grade 8		Prof/HoD/Snr Mgt		Total staff	
Year	F	M	F	M	F	M	F	M	F	M
2014	3	1				1			3 (60%)	2 (40%)
2015	1		1						2 (100%)	0 (0%)
2016	3	1		1		1			3 (50%)	3 (50%)
2017	1	1			1		1		3 (75%)	1 (25%)
2018	1	2	1						2 (50%)	2 (50%)
2019	5	1				1			5 (71%)	2 (29%)

Staff turnover at the Law School has been low. As Table 13 shows, the largest proportion of leaving staff are PBL tutors on grade 6. As noted above, the PBL tutors are PT and mostly women. Therefore proportionally, women are more likely to leave than men. The nature of the role means it is attractive to those with other PT roles, such as in legal practice. Anecdotally, tutors have left to develop their own businesses or to pursue their legal practice careers (e.g.one tutor was appointed a judge). We will introduce **AP 19 and 20** to analyse reasons for leaving and to seek to retain well-qualified staff.

> **Action points:**
>
> - Introduce a mechanism to discuss reasons for leaving e.g. exit interview/survey alongside University HR survey **(AP19)**
> - * As a priority, retaining staff: explicit discussion of wider aspirations and well-being, and opportunities for different working patterns built into annual PDR and with mentors **(AP20)**

Section 4 word count: 1991/2000

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

YLS pays close attention to gender equality at all stages of recruitment. Job advertisements and processes are led by the HoD and administered with the involvement of YLS staff and the University HR team. Job advertisements always include an equality statement.[2]

We seek equal representation on selection panels and all panels will have at least one male and one female member. In YLS, panels for ART staff (Lecturer, SL, Reader) also include an ECR. Efforts are made to achieve gender parity when appointing candidates, while ensuring the closest fit with the job requirements.

All Chairs of selection panels are required to undertake a recruitment and selection training day. Other panel members must have completed the University's on-line EDI training. Some staff, beyond Chair, have completed the selection training but demand for places is high and there is often a delay before a place becomes available.

---

[2] "The University is committed to promoting a diverse and inclusive community – a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, flexible working arrangements, staff engagement forums, campus facilities and services to support staff from different backgrounds."

Fig 12: Appointment

Table 14: Recruitment - applications, interviews, appointments

Job grade	Contract type	Job detail	GENDER	Applications	Interviews	Appointments	% of applications	% of interviews	% of appointments	% of applicants interviewed	% of interviewees appointed
Grade 6	All contract types	All jobs	Female	79	27	14	47%	63%	67%	34%	52%
			Male	88	16	7	52%	37%	33%	18%	44%
			Null	1			1%				
Grade 7	All contract types	All jobs	Female	189	19	5	45%	58%	50%	10%	26%
			Male	230	14	5	55%	42%	50%	6%	36%
			Null	2			0%				
Grade 7/8	All contract types	All jobs	Female	35	3	1	45%	60%	100%	9%	33%
			Male	42	2		55%	40%		5%	
Grade 8	All contract types	All jobs	Female	22	4		36%	33%		18%	
			Male	37	8	5	61%	67%	100%	22%	63%
			Null	2			3%				
Professori...	All contract types	All jobs	Female	16	1		20%	8%		6%	
			Male	60	9	2	75%	75%	100%	15%	22%
			Null	4	2		5%	17%		50%	

As shown in Table 14, across the board there are fewer female than male applicants, with the difference increasing through the grades. Proportionately more female than male candidates are shortlisted for interview at grades 6 and 7, whereas that trend is reversed for grade 8 (Senior Lecturers/Readers) and professorships, as shown in the % of interviews column. ('Grade 7/8' only refers to one round.)

Notably, there are significantly fewer female applicants for professorships - 75% male to 20% female - and only one female applicant has been shortlisted for interview, representing 8% of interviewees. No female professors have been appointed from external recruitment during the assessment period. Before that, since YLS's inception in

2008, three were appointed externally, including the current HoD and Director of Research.

The department has less control over the professorial recruitment panels than for more junior grades. (The HoD and Director of Research are members of the panel but the remainder are the representatives of the University senior management team and other departments.) However, we will implement the actions detailed below **(AP25-28)** with the aim of increasing the proportion of women applicants for Professor.

Given the significance of PBL tutors in the department, we have also investigated recruitment to part-time roles by gender (Table 15). In practice these only relate to grades 6 and 7 (although existing members of staff at higher grades have the opportunity to work part-time).

Table 15: Recruitment to part-time roles

Job type	Job grade	Contract type	Job detail	GENDER	Applications	Interviews	Appointments	% of applications	% of interviews	% of appointments	% of applicants interviewed
Academic	Grade 7	All contract types	All jobs	Female	12	1		55%	50%		8%
				Male	10	1		45%	50%		10%
Teaching	Grade 6	All contract types	All jobs	Female	52	20	13	51%	74%	76%	38%
				Male	48	7	4	48%	26%	24%	15%
				Null	1			1%			

The grade 6 teaching roles are PBL tutors. Slightly more than half of applicants for these roles are female. However, they represent three quarters of interviewees and subsequent appointments. As the table shows, once a candidate is shortlisted for a PBL tutor role they are overwhelmingly likely to be appointed. Our action points **(AP21-24)** aim to reduce any unconscious bias in this process.

Action points
- * As a priority, all members of recruitment panels, not only the Chair, to undertake unconscious bias and diversity training - engage with University EDI team for departmental training **(AP 21)**
- One member of each recruitment panel designated EDI observer with responsibility for ensuring that gender and other equality and diversity issues are explicitly taken into account at shortlisting, interview and decision stages **(AP22)**
- Shortlisting data from each recruitment round to be included in annual report to DMT (AP6) **(AP23)**
- Continue to rotate opportunities for staff to sit on selection panels **(AP24)**

* As a priority, encourage more female candidates to apply for professorships:
  - liaise with University HR to carefully consider framing language in job advertisements that will not discourage females from applying **(AP25)**
  - identify and approach potential external female candidates at Senior Lecturer/Reader level, not only those who are already Professors elsewhere **(AP26)**

> - encourage appropriately qualified YLS staff to apply for externally advertised roles above their grade **(AP27)**
> - Engage with University HR and EDI team to ensure that one member of each professorial recruitment panel is designated EDI observer with responsibility for ensuring that gender and other equality and diversity issues are explicitly taken into account at shortlisting, interview and decision stages **(AP28)**

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All new starters, including postdoctoral researchers, have a one-to-one meeting in their first week at YLS with the Departmental Manager and their line manager and are provided with information about general processes (e.g. IT, sickness/holiday procedures, health and safety) and expectations. New staff are also informed about University induction events. The Departmental Manager, HoD, DHoD and PBL Liaison Tutor have an open-door policy and encourage new academic staff to ask about any aspect of their role.

More targeted induction based on requirements of specific roles takes place through informal one-to-one discussions with various staff and structured sessions such as the annual awayday and PBL tutor training day each September, when most new starters join.

PBL vocabulary can seem rather specialist to new staff. Induction predominantly focuses on the 7-stage PBL process and facilitating the student law firms. Following discussions, the Staff Handbook was revised in 2019 and a new Staff PBL Guide was created. Both key reference documents were distributed to all staff - including new starters, and made available on a shared drive and in hard copy in the YLS PBL area. These guides will be updated regularly as required (such as to link to update University policies) and recirculated annually.

For PBL tutors and other teaching staff there is a peer review arrangement, organised by the PBL Liaison Tutor. New PBL tutors are peer reviewed early on in their first teaching term in order to quickly identify any issues. Additionally, each new PBL Tutor is assigned a mentor, whose role is to be proactive in ensuing the new colleague is properly supported during the first few weeks of teaching.

Through feedback from new starters and a review of processes, the SAT identified a need for more consistency in induction processes and will implement the following:

Action points
- Standing item on EDI on DMT agenda to include consideration of induction activities **(AP1)**
- A bespoke induction training package to be created for new starters commencing at times other than September **(AP29)**
- Additional structured training sessions, FAQs and audio guides on equality & diversity, YLS values and the design and delivery of PBL **(AP30)**
- Introduce a mentoring pro-forma **(AP31)**
- Introduce a questionnaire about the experience of recent starters **(AP32)**

(iii)   Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Fig 13: Promotion by Gender

				New grade after promotion			
Year of pay Application Date	Grade before promotion	Promotion applied for	Gender	7	8	PROF1-1	Unsuccessful
2014	Grade 7	Grade 8	F		100% (n=2)		
2015	Grade 6	Grade 7	M	100% (n=2)			
		Grade 8	F	100% (n=1)			
2016	Grade 7	Grade 8	M		100% (n=2)		
2017	Grade 7	Grade 8	F		100% (n=3)		
	Grade 8	Professor	F			100% (n=1)	
2018	Grade 7	Grade 8	M				100% (n=1)

As Fig 13 shows, all but one promotion applications have been successful.
From 2015/16-2018/19, 9 academics were promoted, of which 5 were female.
Four female colleagues have been promoted from Lecturer to SL, one of whom was subsequently promoted to Professor. A priority in our action plan is to increase the number of senior female staff **(AP33-35).** Another female colleague on a T&S contract has been promoted from Associate Lecturer (grade 6 part-time) to Lecturer and then SL. She is one of three YLS T&S staff who have been promoted via the University process. In addition, five PBL tutors employed on grade 6 have been promoted to grade 7 through internally advertised roles, including a PBL Liaison Tutor.
These roles recognised the need to provide more leadership for PBL tutors and they were advertised within the cohort.

The University promotion criteria explicitly take into account both maternity leave and part-time working, recognising that the quantity of output expected for promotion may be reduced.

In YLS, the HoD alerts staff to annual promotion deadlines, and advises on draft applications and CVs. YLS's member of the Faculty promotions committee (which makes decision recommendations to the University Committee) has also reviewed and given feedback on draft applications informally. All staff discuss career goals and promotion as part of their annual performance and development review (PDR). This process gives the opportunity to review experience against the promotions criteria, such as the need to take on a significant academic administrative role. The HoD reads all PDR forms and takes these into account when work planning **(AP38).** In line with this, staff discussions and the CS suggested more transparent rotation of administrative roles and process for applying, which the School has begun implementing **(AP37).**

The staff CS revealed some uncertainty around promotion criteria and support, active encouragement to take up career development opportunities, and mentoring opportunities, along gender lines (Figs 14-16).

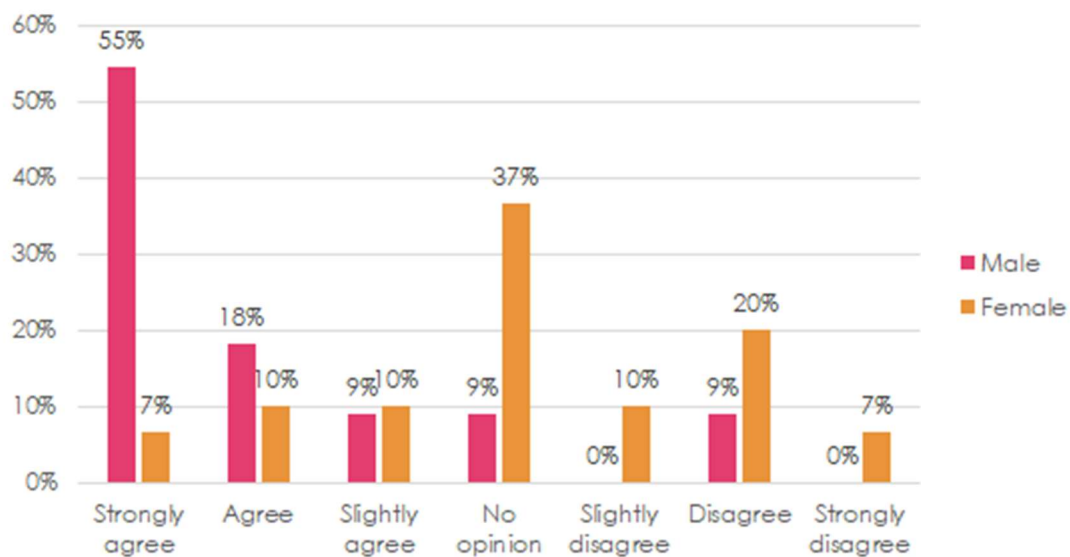**Fig 14: 'I understand the support that YLS provides in relation to the University's promotion process and criteria'**

Fig 15: 'I am actively encouraged to take up career development opportunities'
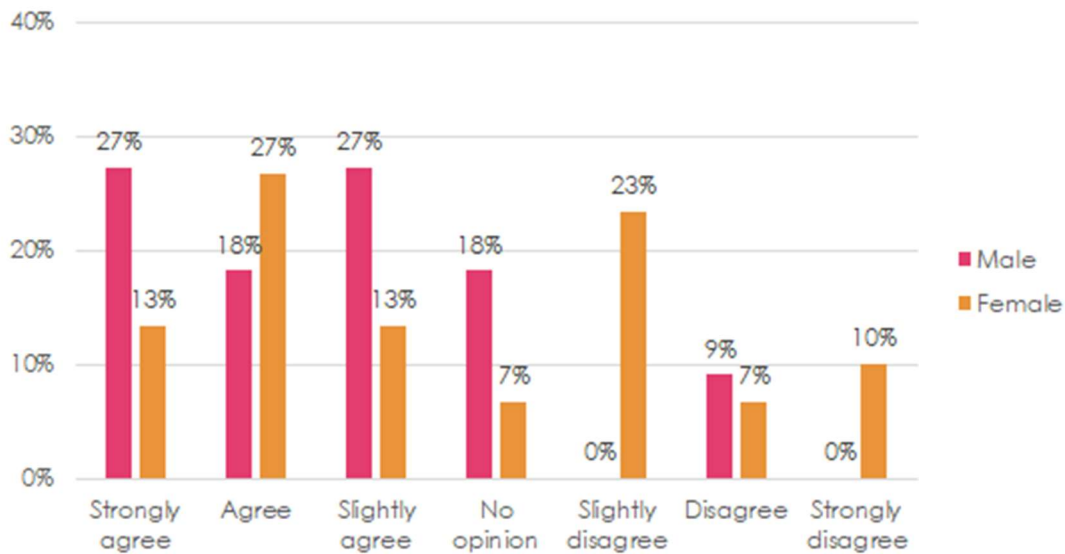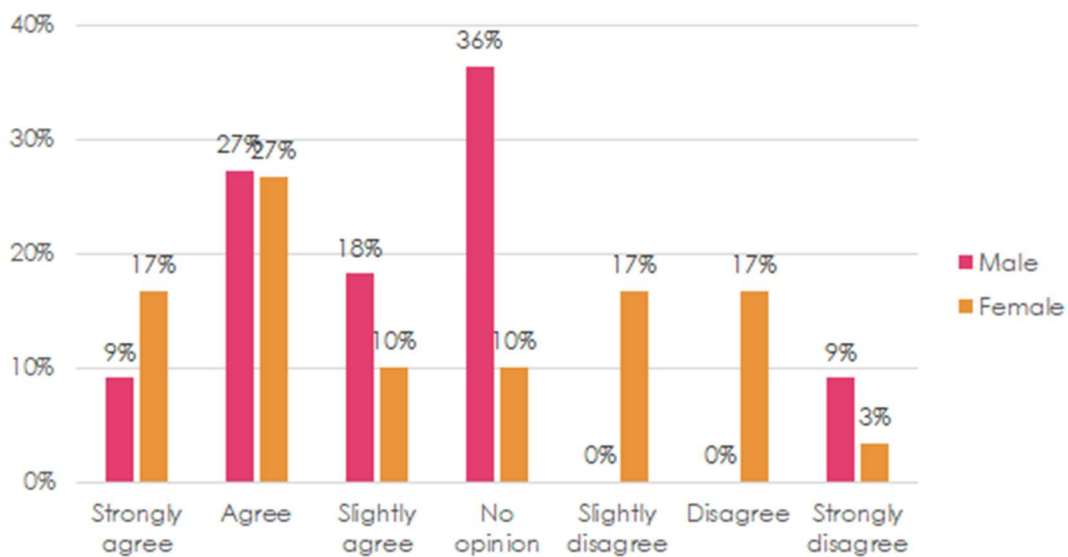

Fig 16: 'YLS provides me with useful coaching or mentoring opportunities (as mentor or mentee)'

Where appropriate, plans for promotion are also discussed with mentors who advise on career planning and development. The School's mentoring scheme focuses on ECRs and those in their probationary period. Some individuals have benefited from external research mentors, supported through the School's research funds.
The SAT has identified that mentoring should be offered beyond this, to mid-career staff and PBL tutors **(AP 39).**

PBL tutors have found it difficult to demonstrate that they meet the University criteria for academic promotion given the PT, teaching-focused nature of their roles.
We address this at 5.3(iii) below **(AP43, 45).**

Action points

* As a priority, proactive encouragement to apply for promotion, particularly for female staff:
- annual workshop facilitated by those who have been through the process, sharing successful CVs **(AP33)**
- biennial CV review for all staff **(AP34)**
- annual PDR reviews to formally address promotion and strategies to support staff in identifying and achieving promotion aspirations; female staff to be targeted for support in achieving more senior positions via YLS and University-wide strategies **(AP35)**

- Information on promotion and mentoring in the staff handbook and, ahead of deadlines, in the staff newsletter **(AP36)**
- Staff Handbook to include details of which major administrative roles are subject to competition and the process for applying (introduced summer 2020). Shared document with information on when roles are renewed or rotated to be kept updated **(AP37)**
- Closer links to be introduced between role rotation, PDR and workload allocation to ensure that work is allocated in a way that supports career progression **(AP38)**
- * As a priority, expand the mentoring scheme beyond early career researchers, to include mid-career staff and PBL tutors. Gather feedback on the usefulness of different mentoring opportunities/activities - report for consideration to DHoD and SAT, then included in annual report to DMT (AP6) **(AP39)**

(iv)   Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

As YLS was founded after the RAE 2008, we are not able to provide a comparison.

In REF2014, of eligible members of staff, 5 of 9 (56%) women were included, and 5 of 12(42%) men were included. Therefore, we included a higher proportion of female staff.

Support for gender equality is indicated in the final selection of outputs for REF2021. There is no difference in the numbers of outputs selected for male and female members of the School. Equally, of colleagues with 5 pieces returned, 50% are women. In comparison, in 2019 there were 20 female staff and 21 male returnable staff (48.7% female). Although 80% of the extended works selected for double weighting are by women. This reflects the spread of outputs produced in this cycle: all substantial monographs were selected for double-weighting, and 4 of the 5 monographs published in this cycle were written by women. The Research Director attended training provided by the University's EDI team to ensure appropriate principles are considered in REF preparation.

5.3 Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training needs are identified at probationary review, PDR and individual meetings with line managers/Director of Research/HoD. L&T and research funds can be used to access external training courses, with approval. Internal training comprises:

(a) timetabled events at YLS (some compulsory)
(b) compulsory University-led online training e.g. EDI, fire safety, data protection (GDPR), IT security
(c) optional University-led face-to-face (at least before COVID-19) training e.g. resilience, project management
(d) modular University-led leadership, mentoring and coaching schemes.

We do not hold data for (a). Data is held for engagement with types (b) and (c) since YLS's foundation in 2008. Training is more likely to have been completed by female members of staff (98 instances of face-to-face training against 34 for male staff; 123 online course completions against 81 for male staff). Female staff comprise most completions of the University online EDI training (34) in comparison to male staff (24) (**AP40,41).**

In terms of other University-led leadership, coaching and mentoring training, uptake has been limited. Although engagement in leadership programmes has been mostly female, and in mentoring schemes (as mentors) male, the data held is modest and indicates a low uptake of such training opportunities across genders **(AP42).**

Table 16: Completion of Leadership Programmes by Gender

Training Course Title	Female	Male	Year of course
Leadership in Action	1		2019/20
Leading without a Team	1		2019/20
Strategic Leadership	1		2013/14
Research Leaders	1	1	2014
So, You Want to be a Manager	1		2019
Springboard (for professional support staff on grade 6 and below)	2		2019
Coaching	1		2016
Mentoring		2	2019
Development and Assessment Centres (for professional support staff on grades 5&6)	1		2018

(ii)   Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff have a mandatory annual PDR near the start of the academic year, and uptake is 100%. Reviewers are allocated by the HoD and attend mandatory training. We ensure an equal gender balance of reviewers - currently 5M, 5F.

The review is intended to be supportive with the aim of discussing individuals' needs in order to meet their objectives. Forms are approved by reviewer and reviewee, with space for additional comments by both. The HoD reviews all forms and takes them into account in work planning and allocation. On several occasions, adjustments in workload have been made. ART staff also have research planning meetings with the Director of Research, separate from PDR.

PDR for PBL tutors was introduced in 2018 to give parity between PT and FT staff and those on different grades. Reviews for grade 6 PBL tutors are conducted by the DHoD and for grade 7 PBL tutors by the Director of Learning and Teaching.

Postdoctoral researchers are not formally reviewed - although if funded by research councils such as the ESRC they are allocated a mentor as a condition of the award.

We will continue to ensure explicit discussion of wider aspirations and well-being, and opportunities for different working patterns, are built into PDR and with mentors **(AP20).**

As Figs 17 and 18 show, some staff have concerns about the helpfulness of PDR and the extent to which it takes account of skills.

Fig 17: 'YLS provides me with a helpful annual performance and development review': responses by gender

'YLS provides me with a helpful annual performance and development review': responses by gender
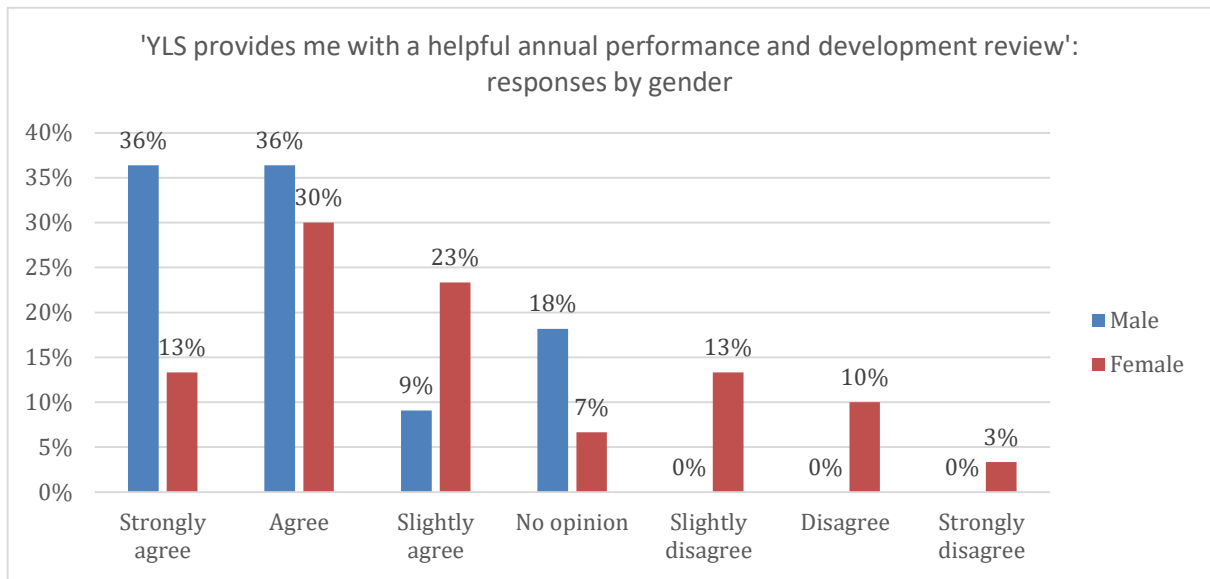
All respondents who disagreed were women. Further analysis of the survey results shows that most (75%) were on T&S contracts.

Fig 18: 'YLS values the full range of individual's skills and experience when carrying out performance and development review': responses by gender

'YLS values the full range of individual's skills and experience when carrying out performance and development review': responses by gender

Here, all but one of the respondents who disagreed were women. Again, most (71%) were T&S staff.

The DHoD is leading a project to create more opportunities for T&S staff, reflected in **AP43.**

> **Action points**
> - Continue to set goals in annual PDR for T&S staff, to create more opportunities to initiate strategic and pedagogic projects in the department, and to take on roles with a greater degree of responsibility **(AP43)**
> - Ensure explicit discussion of wider aspirations and well-being, and opportunities for different working patterns, are built into PDR and with mentors **(AP20)**
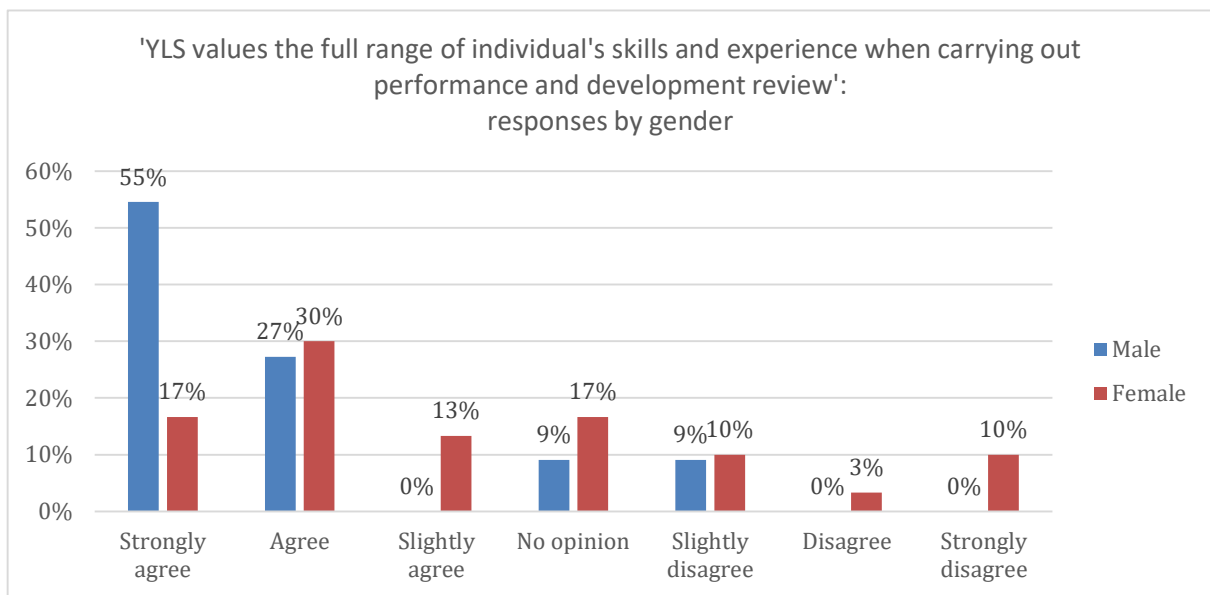
(iii)   Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Career progression is supported through probation, PDR, workload allocation, mentoring, and role-specific support.

Probation

ART staff are appointed at grade 7 (Lecturer) or higher, with a two-year probation period. Academic probation assists with identifying interests, training needs and development of the three areas required for promotion (learning and teaching, academic citizenship and research). Extended periods of leave, for example maternity leave or significant periods of sickness absence, are not counted as part of the probationary period. Completion of the Postgraduate Certificate in Academic Practice (PGCAP) is required if equivalent training has not been completed elsewhere.
The University assigns PGCAP mentors and the YLS DHoD is also available for support.

PDR

All staff have an annual PDR, as set out further in section 5.3(ii) above. (ECRs have an annual planning meeting until probation is completed). Previously only those tutors on 0.5 or 0.6 FTE contracts and higher were eligible for University PDR. In 2018/19, YLS extended PDR to all PBL tutors. PDR is now carried out by the DHoD for Grade 6 PBL tutors (the majority) and by the Director of Learning and Teaching for Grade 7 PBL tutors (currently 4).

Mentoring

ECRs are assigned a mentor for the first three years of their appointment. Beyond ECRs and PBL tutors at the beginning of their contracts and postdoctoral researchers, formal mentoring is not routinely offered. We will address this with **AP39**, recognising that different types of mentoring activities may suit different individuals.

Various other mechanisms provide support. Research career progression is supported through annual individual planning meetings with the Research Director separate from PDR, feedback through the REF Reading Group, research clusters, and by the internal Peer Review Group of grant applications. The Research Facilitator (RF), Research Grant Lead (RGL) and the Impact Lead (IL) also support the realisation of research ideas. While research leave is subject to application, the goal is to enable all ART staff to take two terms study leave within every four years' service. Periods of parental and sick leave are treated in the same way as normal service for the purposes of calculating expected dates of research leave.

YLS has had few post-doctoral researchers (2M, 2F). YLS DRC implemented the Concordat to Support the Career Development of Researchers in 2018. Support measures include careers advice and mentoring through supervisors, membership of the research clusters, the Research Director, and the RF, RGL and IL. In practice, this has included advice on applications for lectureships and competitive fellowships beyond YLS. With YLS support in 2019 a female colleague, previously a PGR and Associate Lecturer, secured a prestigious ESRC Fellowship. DRC has included a postdoctoral representative since 2019. **AP47** aims to ensure we continue to assess needs.

There is a peer support system for teaching, and YLS has taken steps to improve career progression specifically for T&S staff, including PBL tutors. The HoD has introduced internally advertised Grade 7 posts open to existing tutors (see 5.1(iii) above). The PBL Liaison Tutor, the HoD and the DHoD have provided informal support to support colleagues applying for promotion or Grade 7 posts.

Workload allocation

Career development aspirations are also supported through workload allocation (see also 5.6(v)). As set out at 5.1(iii) above, the DHoD is introducing scholarship time and administrative project opportunities in the work allocation model for T&S staff upon request to help them to progress their careers and produce the requisite evidence for promotion applications **(AP43,45).** We will continue to implement a more transparent system for administrative role rotation to support career progression for all academic staff **(AP37,38).**

In the staff CS, responses to questions regarding support for career progression were mixed. Regarding 'I understand the support YLS gives to staff in relation to the University's Promotion process and criteria', 29% of respondents (and 37% of women respondents) disagreed. Similarly, about half of respondents agreed that YLS supports promotion and career development as effectively as it can, while 26.7% (and 33% of women respondents) expressed a negative opinion.

About half of respondents agreed that YLS provided them with useful coaching or mentoring opportunities (as mentor and mentee) while the other half (and 47% of women respondents) had no opinion or disagreed. Slightly more respondents agreed that YLS provided them with useful networking opportunities, but 18% of male and 40% of female respondents gave a negative response.

Opinions were more positive in relation to the PDR process, with 68.9% agreeing that this was helpful. However, more than ¼ of responses to this question were neutral or negative and this rose to 54% of women on T&S contracts (see 5.3(ii)). A particular area of concern was career development opportunities for staff who work flexibly or part-time. Just 1/3 of staff agreed with this statement, while 40% had no opinion and the remainder responded negatively. But whereas no men disagreed with the statement 37% of women disagreed, rising to 54% of women on T&S contracts.

We will implement the following actions to address these issues, alongside the action points in promotion section 5.1(iii):

Action points:

- Career development support processes for all academic staff to be specified in induction and training materials as well as the Staff Handbook **(AP44)**
- * As a priority, offer mentoring outside the PDR process, including for postdoctoral researchers **(AP39)**
- * As a priority, the meaning of 'scholarship' in T&S roles to be clarified. Pedagogical scholarship time allocated to PBL tutors who want it, discussed in PBL tutors' PDR with objectives for how it is spent on identified projects **(AP45)**
- Setting goals in annual PDR for T&S staff, to create more opportunities to initiate strategic and pedagogic projects in the department, and to take on roles with a greater degree of responsibility **(AP43)**
- Ideas for useful networking opportunities gauged through the annual careers workshop (from July 2022) and individual PDRs, and appropriate action taken **(AP46)**
- Staff Handbook to include details of which major administrative roles are subject to competition and the process for applying (introduced summer 2020). Shared document with information on when roles are renewed or rotated to be kept updated **(AP37)**
- Closer links to be introduced between role rotation, PDR and workload allocation to ensure that work is allocated in a way that supports career progression **(AP38)**
- Regarding career support for post-doctoral researchers and temporary staff: while in post, introduce job satisfaction questionnaire; after leaving YLS, record destinations and placement in permanent posts **(AP47)**

(iv)   Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

YLS supports students' employability in several ways, such as Link Days, placements, alumni events, workshops, one-to-one appointments and resources through the Virtual Learning Environment. A FT Employability Tutor was appointed in 2012 to develop the YLS Careers & Development Programme (C&DP).

UG

YLS graduates have performed extremely well, in terms of 'positive destination' scores from the most recent Destinations of Leavers of Higher Education survey. As shown in Fig 19,

- over the 4-year collection period, M graduates have a 1% higher Positive Destination score
- Positive Destination scores appear very balanced for M and F graduates and the headcount (number of respondents) allows us to make a fair comparison

Fig 19: Graduate Destinations (Positive or Negative) by Gender

Metric Type
- Negative destination
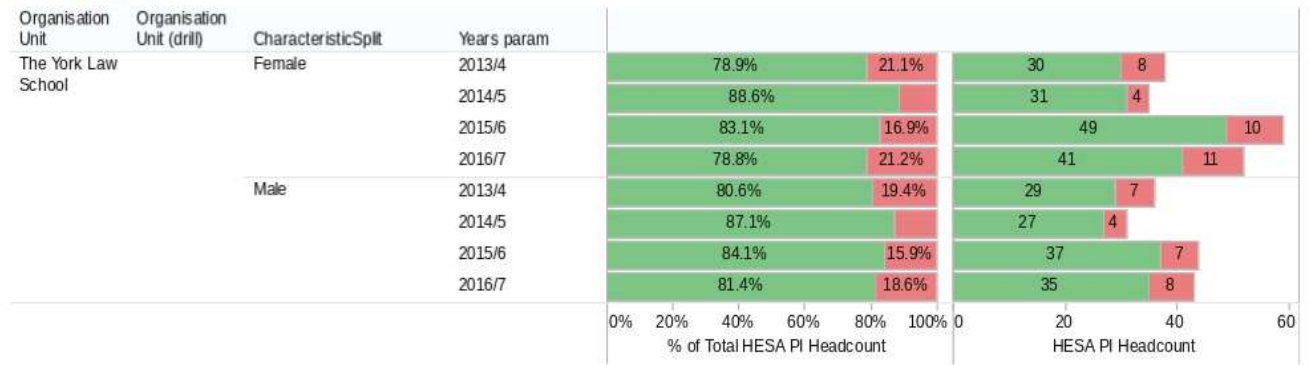- Positive destination

Metric Definition
& Population >>> ⓘ

Selected Metric: *Times league table - Graduate destinations*
Domicile: *Home*
Level: *First degree*
Mode: *Full-time*

Organisation Unit	Organisation Unit (drill)	CharacteristicSplit	Years param	% of Total HESA PI Headcount	HESA PI Headcount
The York Law School		Female	2013/4	78.9% / 21.1%	30 / 8
			2014/5	88.6%	31 / 4
			2015/6	83.1% / 16.9%	49 / 10
			2016/7	78.8% / 21.2%	41 / 11
		Male	2013/4	80.6% / 19.4%	29 / 7
			2014/5	87.1%	27 / 4
			2015/6	84.1% / 15.9%	37 / 7
			2016/7	81.4% / 18.6%	35 / 8

As shown in Fig 20,
- Male graduates report higher levels of further study, much of this on the vocational Legal Practice Course
- Male graduates are slightly more likely to be unemployed
- Female graduates are more likely to be in professional level employment - they make up the numbers here where male students are opting for further study

Fig 20: Types of Graduate Destination (by Gender)

Metric Type
- Unemployed
- Doing further study
- Work\work & study (non-professional\unknown)
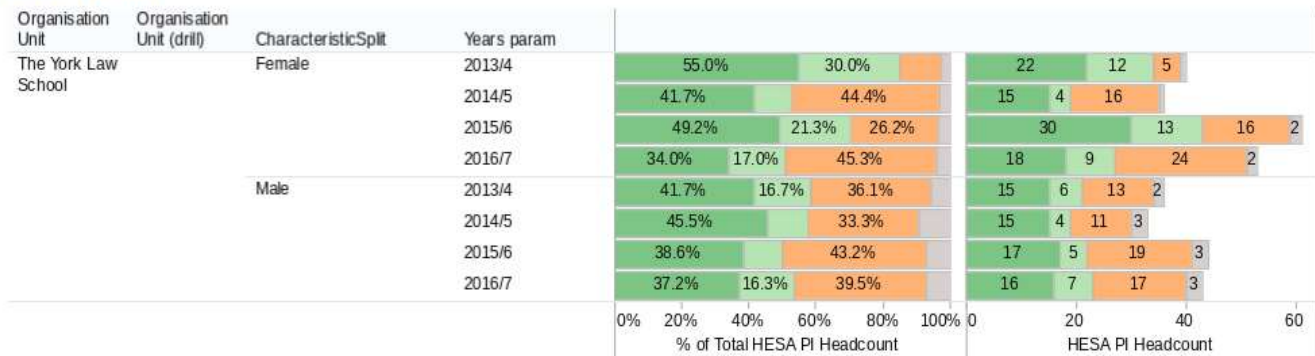- Work\work & study (professional)

Metric Definition
& Population >>> ⓘ

Selected Metric: *Key destination indicator - UoY metric*
Domicile: *Home*
Level: *First degree*
Mode: *Full-time*

Organisation Unit	Organisation Unit (drill)	CharacteristicSplit	Years param	% of Total HESA PI Headcount	HESA PI Headcount
The York Law School		Female	2013/4	55.0% / 30.0%	22 / 12 / 5
			2014/5	41.7% / 44.4%	15 / 4 / 16
			2015/6	49.2% / 21.3% / 26.2%	30 / 13 / 16 / 2
			2016/7	34.0% / 17.0% / 45.3%	18 / 9 / 24 / 2
		Male	2013/4	41.7% / 16.7% / 36.1%	15 / 6 / 13 / 2
			2014/5	45.5% / 33.3%	15 / 4 / 11 / 3
			2015/6	38.6% / 43.2%	17 / 5 / 19 / 3
			2016/7	37.2% / 16.3% / 39.5%	16 / 7 / 17 / 3

We compiled data from 2018/19 to assess engagement in C&PD events and placements by gender. There is a close split between male and female presenters: 39F, 32M. However, a larger number of female over male students access C&DP: 351F, 190M. 64.8% F, a slightly higher percentage than in the undergraduate student body, which is 57% F. **AP48** aims to address male student engagement.

<u>PGT & PGR Level</u>

The C&DP is available to both PGT and PGR students, however we do not have the data to evaluate their engagement by gender. We will remedy this (**AP49**) and ensure tailored support for PGs **(AP50).**

YLS offers assistance to Masters students considering further study. Often this occurs on a one-to-one basis, where a potential supervisor will work with the applicant on a PGR funding application. We also run a PhD Application Workshop on developing applications, where connections are made with YLS research cluster convenors.

Careers assistance and training is offered to PGR students through individual supervisors, the University's Research Excellence Training programme, and the White Rose doctoral training partnerships (AHRC and ESRC). Research training on research questions, methodology and ethics is compulsory in the first year of the PhD. This advice and training aims to equip students considering both academic and non-academic careers. The School holds an annual 'How to Become an Academic' workshop, with a panel of YLS academic staff.

Graduate Teaching Assistants are required to attend a one-day Introduction to Teaching and Learning workshop and are supported by the departmental GTA Coordinator.

Action points:
- Investigate why M students less likely to access careers C&DP events through inclusive L&T project, focus group/survey **(AP48)**
- Gather and evaluate annual data and feedback on UG and PG students accessing C&PD events and one-to-one support by gender **(AP49)**
- Seek feedback on type of careers support needed and ensure PGs included in relevant networking events (e.g. Law Society) **(AP50)**

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

As a relatively small law school with only 26 ART staff in 2018/19 (4.2(i)), the number of staff applying for funding is small. As we have grown our support for funding and the number and size of applications has grown.

The Research Facilitator (RF) works with all colleagues to identify potential future bids which are also discussed in Annual Research Planning Meetings with the Chair of DRC.

The RF, Impact Lead (IL), and Research Grant Lead (RGL) offer close support for applications from the research idea through to application.

The Research Facilitator (RF) circulates details of funding opportunities as they arise. The Director of Impact also circulates information in the monthly staff newsletter and maintains resources on a shared drive. DRC has established a process of internal peer review (IPR) of external research grant applications. Its aim is to ensure that all academic staff can benefit from expertise within the department, to maximise their prospects of success.

Unsuccessful applicants are supported by the Research Grant Lead (RGL), Impact Lead and RF to find opportunities to 'recycle' applications. There has been significant success with 'recycled' bids including one large ESRC bid. Research cluster peer support and funding has also supported activities oriented to grant applications.

The number of external grant applications between male and female staff is without any clear pattern. Success for females is notably lower than for male staff, although the position is better in 2018/19 (Table 17). The most successful applications have been from the two Law staff in the Centre for Applied Human Rights. Until 2017/18 both were male. In 2016/17 and 2017/18, six of the successful applications were in CAHR. In 2017 a female of staff was appointed to CAHR and the effect can be seen in the changes to the success rate.

Table 17: External grant applications and awards by gender (2015/16-2018/19)

	2015/16 Academic Year			2016/17 Academic Year		
	Number of applications	Number of awards	Success Rate	Number of applications	Number of awards	Success Rate
YLS Female PI/CI	2	0	0%	6	1	17%
YLS Male PI/CI	3	2	66%	3	2	66%
Total	5	2		9	3	

2017/18 Academic Year			2018/19 Academic Year		
Number of applications	Number of awards	Success Rate	Number of applications	Number of awards	Success Rate
3	0	0%	8	5	63%
8	8	100%	7	4	57%
11	8		15	9	

The small numbers make it hard to discern any patterns between gender and grade (Table 18):

Table 18: External grant applications by gender and grade (2015/16-2018/19)

	2015/16 Academic Year				2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year			
	Lecturer	Senior Lecturer/ Reader	Prof	All grades	Lecturer	Senior Lecturer/ Reader	Prof	All grades	Lecturer	Senior Lecturer/ Reader	Prof	All grades	Lecturer	Senior Lecturer/ Reader	Prof	All grades
YLS Female PI/CI		1	1	2	1	3	2	6	1	2		3	2	3	3	8
YLS Male PI/CI	2		1	3		3		3		7	1	8		4	3	7
Total	2	1	2	5	1	6	2	9	1	9	1	11	2	7	3	15

The success rates by gender and grade are too small to disaggregate by year, but across the years 2015 – 2019 indicates that YLS needs to support more staff, both female and male, at the lecturer level to achieve successful applications (Table 19) **(AP51).**

Table 19: Successful external grant applications by gender and grade 2015-2019

	Lecturer	Senior Lecturer/ Reader	Prof	All grades
YLS Female PI/CI	0	3	4	7
YLS Male PI/CI	1	9	3	16

The total value of awards reflects the higher success rate of males (Table 20). In 2018/19, when success rates were more similar between genders, there is some evidence that average awards are higher for males.

Table 20: Total Value and Average Award Value by gender (2015/16-2018/19)

	2015/16 Academic Year	Average award	2016/17 Academic Year	Average award	2017/18 Academic Year	Average award	2018/19 Academic Year	Average
YLS Female PI/CI	0		£10,000	£10,000	0		£1,156,177	£231,235
YLS Male PI/CI	£344,775	£172,388	£110,190	£55,095	£590,344	£73,793	£1,180,023	£295,006

AP52 aims at reflecting successes, including by female staff, in recognition and promotion.

Action points:
- Gather staff feedback on support for research grant applications and implement actions where appropriate. Particularly target support at staff at the lecturer level **(AP51)**
- Celebrate the success of F grant awards with a view to ensuring they are reflected in F promotion: maximise awareness, ensuring it is not reliant on the individual e.g. by organising a showcase event of funded projects; posters around the building; case studies on website; submit to University staff digest **(AP52)**

5.5   Flexible working and managing career breaks
Note: Present professional and support staff and academic staff data separately

(i)   Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

When a member of staff informs the HoD that she is pregnant, the HoD holds a meeting with her to discuss needs in terms of maternity leave and support. The HoD ensures that cover is in place before the period of leave, and has informal conversations with staff on planning for leave.

(ii)   Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

The HoD maintains informal contact with staff on parental leave, ensuring not to create undue pressure, but negotiating with each individual how much contact they require, with KIT days when staff request them. Records of KIT days are kept by the Departmental Manager.

(iii)   Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

All staff have returned to the same role post-maternity leave. The HoD has conversations with staff returning from maternity leave and has reviewed sympathetically requests for flexible working arrangements and PT work. Conversations with returners suggest they have appreciated this and their integration back into the department. However, the informal approach may lead to some lack of clarity about how YLS implements University policy in practice, particularly initial and follow-up return to work meetings, which we address with **AP53-55.**

> **Action points**
> - Return to work discussion separated from the routine annual work allocation meeting with HoD **(AP53)**
> - * As a priority, offer phased reduction in workload and support appropriate to the returner's role profile, to be decided in discussion between the staff member and HoD and a third party if staff member requests it e.g. mentor **(AP54)**
> - Ensure workload cover for roles so that staff on leave do not feel they are neglecting tasks **(AP55)**

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

There have been five completed periods of maternity leave since 2014 (average 258 days). Two colleagues were on leave at the time of this AS application. None have left within 18 months of returning to work and no contracts ended during maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

There have been two cases of paternity leave - the only two staff eligible. YLS implements University policy on shared parental leave and the right to unpaid parental leave for employees who have completed one year's continuous service. Applications for parental leave can be made to the HoD and are discussed where relevant. Staff are permitted to take parental leave later after they have returned to work.

(vi) Flexible working

*Provide information on the flexible working arrangements available.*

The University has a formal flexible working policy applying to staff with more than 26 weeks' service.

YLS aims to facilitate requests for periods of PT and flexible working (e.g. for those with caring responsibilities) without an adverse impact on career progression. For ART staff, research leave is available to colleagues with fractional contracts, and periods of parental and sick leave are treated in the same way as normal service for the purposes of calculating expected dates of research leave.

Records of formal flexible working requests (apart from timetable constraints) are placed on the staff member's personnel file. Those working PT are asked to state their

working hours/days in their email signatures or out-of-office messages. The timetabling team ensures that all staff (including T&S staff) have at least one day free of teaching every week in term time. Teaching staff can use the timetabling constraints form as part of their flexible working arrangements, and we sought views in the CS (Fig 21).

Fig 21: 'Teaching timetable constraints of those with caring responsibilities are taken into account'
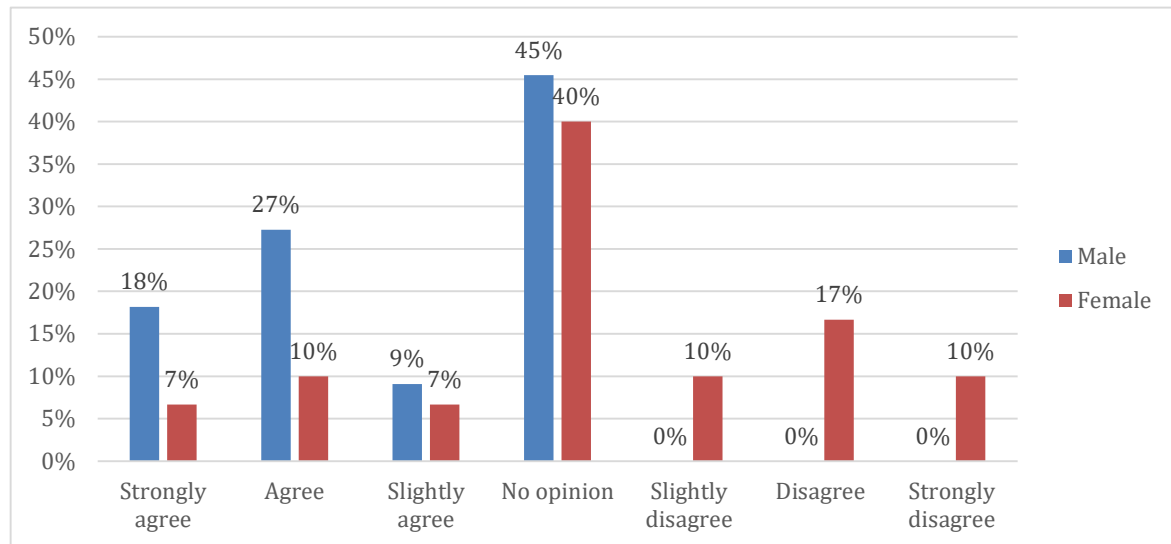
With further analysis, most of the staff who expressed disagreement were T&S, and two were ART. This reflects the fact that a number of PBL tutors, who are mostly women, were initially engaged to work specific days of the week on an hourly-paid basis, a model which has been difficult to sustain as staff moved onto more secure permanent fractional contracts. We aim to address this with **AP56, 57.**

Action points
- Continue to discuss individual constraints and responses in workload meetings **(AP56)**
- Continue to engage with University timetabling **(AP57)**

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

YLS is keen to support anyone who wishes to return to FT work after career breaks and/or a period of PT work and we will make our information and support for this clearer **(AP 58, 59)**. To date only one member of career break has taken a career break and two members of staff have moved from PT to FT.

Action points
- Include career break policy in Staff Handbook to ensure staff are aware they can request career breaks **(AP58)**
- Offer buddy or mentor arrangements for staff returning from extended leave or making transition (back) to full-time **(AP59)**

5.6   Organisation and culture

(i)   Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

YLS is committed to creating an inclusive community where everyone can thrive. We have established a set of values which inform all our work. We seek to inculcate YLS values from the start in student induction activities, and staff away day and staff meeting discussions. These are:

- YLS is a <u>learning community</u> in which staff and students are active participants.

- The language of <u>departmental citizenship</u> is used with staff and students.

- <u>Trust and respect</u> are the important foundation of our relationships.

- A <u>collaborative</u> approach to all our work and dealings.

- Critical <u>reflection</u> – collective and individual - on our values, principles, processes and performance is normal.

- We foster a culture of <u>respectful informality</u>, in which unnecessary hierarchical relationships are minimised where possible.

Together with the YLS values, the AS principles are displayed in the students' PBL area and in staff common areas. The YLS feminist teaching and research network meets regularly to share ideas for mainstreaming gender and diversity into all our activities. As discussed in section 3, the AS process has involved the whole School, and will periodically be discussed at departmental away days, tutor lunches and in the staff and student newsletters, in addition to the activities in **AP1-6.**

The School has undertaken an audit of PBL scenarios in the core curriculum as part of YLS's wider EDI work. We have implemented factual and name changes to reflect broader diversity in the individuals involved in the scenarios, and to identify and remove implicit bias and stereotypes. The intention is to expand this audit, firstly, to teaching materials in other modules, for example including reading lists and, secondly, to evaluate the scenarios in terms of whether they embody the full diversity of experiences of law and the legal system of persons from different backgrounds **(AP60).**

All staff involved in the design of PBL scenarios are mindful of representation and potential bias. There is a standing section on EDI in the regular student newsletter and we intend to involve students more explicitly in our EDI efforts **(AP61).**

In departmental research seminars we use effective chairing practices and thinking time before opening the floor to questions, to equalise opportunities to speak.

In the CS, responses on departmental culture enjoyed among the highest positive scores, including:

Fig 22: 'I consider that YLS is a great place to work for women'

I consider that YLS is a great place to work for women

	Male	Female
Yes	45%	83%
No	0%	10%
Don't know	55%	7%
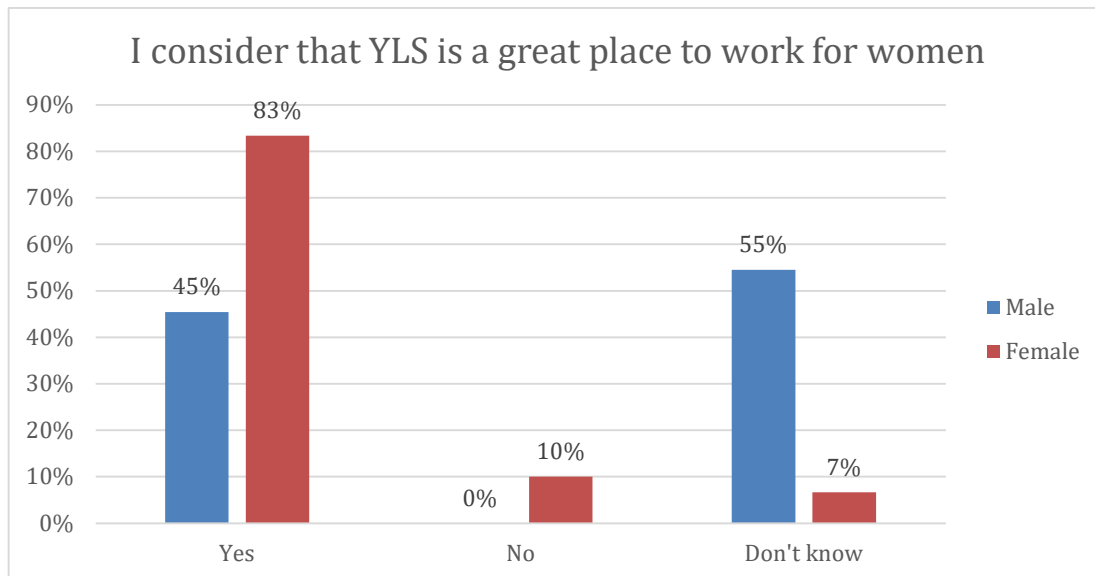
Action points
- * As a priority, continue with EDI audit of teaching materials and implement identified changes **(AP60)**
- * As a priority, establish student champions representing particular groups; student voice activities organised through LTDT and Staff-Student Forum **(AP61)**

(ii)   HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.
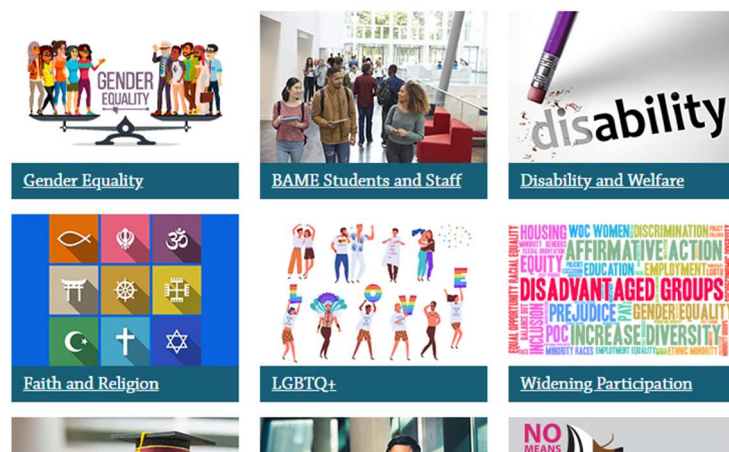
Management in YLS's early days, with a small staff, could be personal and communication and decision-making collective and relatively simple. The challenge has been to set up explicit and transparent policies and processes that match its growth. The Athena SWAN process has been very helpful to focus the equalities and diversity implications of our growth – whether for students or staff – including, for example, the approach for those with caring responsibilities **(AP66).**

The University's HR team takes the lead on designing, implementing, and monitoring HR policies. There are some exceptions to this, such as in relation to work allocation. YLS has an EDI webpage, which includes our commitment to creating an inclusive community where everyone can thrive, key staff contacts, links to University policies, societies and support groups, and external resources (such as the Law Society's report on gender equality in the legal profession). We will continue to develop the webpage with news and progress on our action plan **(AP62).**

Equality and Diversity

York Law School is committed to creating an inclusive community where everyone can thrive.

Here at YLS we attempt to foster a culture of *respectful informality*, in which unnecessary hierarchical relationships are minimised where possible. We encourage everyone within the community to *participate* in the life of the department, and exercise *rights* and *responsibilities* in a manner consistent with such a role. *Trust* and *respect*, including for *equality and diversity*, are the foundation of our relationships.

Gender Equality

BAME Students and Staff

Disability and Welfare

Faith and Religion

LGBTQ+

Widening Participation

At YLS, the HoD is ultimately responsible for most management duties, and therefore monitors the application of HR policies through frequent consultation with faculty-level HR contacts and DMT. Since appointment in April 2019, the DHoD has taken on responsibility for maintaining and updating the YLS Staff Handbook which contains links to relevant University-wide HR policies. Staff are now informed at Departmental events and through the monthly newsletter that this is the location for core information about their roles and that it contains signposting information to other University-level policies. As set out below, and further to the findings of the staff CS, we will take action to improve staff knowledge about relevant policies, and their effective implementation. One identified training need is staff awareness of University policy on reporting student misconduct according to specific regulations on student discipline, and reporting duties regarding alleged sexual assaults **(AP63-65).** Another identified area for improvement is for YLS to provide clearer and more accessible information on how the implementation of policies differ as between ART and T&S roles and - separately - full time and part time staff, to improve perceptions of equity **(AP36).**

Action points
- Links in the Handbook and on the YLS website to the University's new Equality, Diversity Inclusion webpages, continue to develop YLS EDI webpage **(AP62)**
- Handbook to include UoY policies on harassment, including based on sex/gender **(AP63)**
- YLS to develop a whistleblowing procedure included in Handbook - ensure visibility of UoY policy and support mechanisms **(AP64)**
- Training for staff on how to respond to student and colleague disclosures of harassment/violence **(AP65)**
- Handbook section on career development opportunities, coaching and mentoring, linked to HR Career Development policies; YLS approach (linked to UoY) on supporting women in their career development **(AP36)**
- Approach to support for staff and students with caring responsibilities - draft using expertise within the department, in line with University strategy **(AP66)**
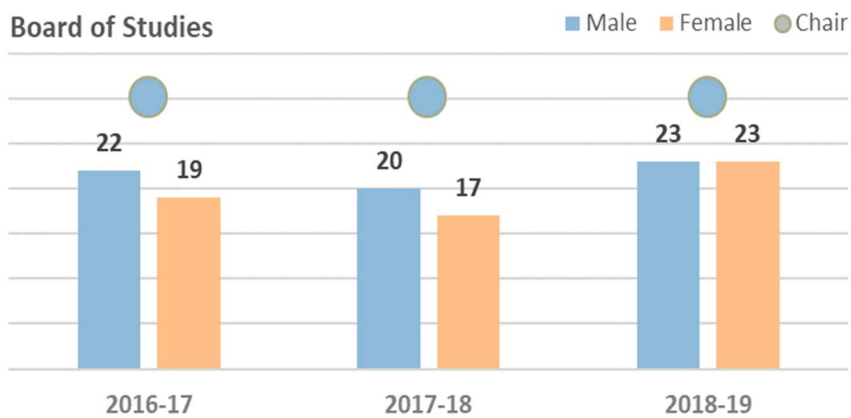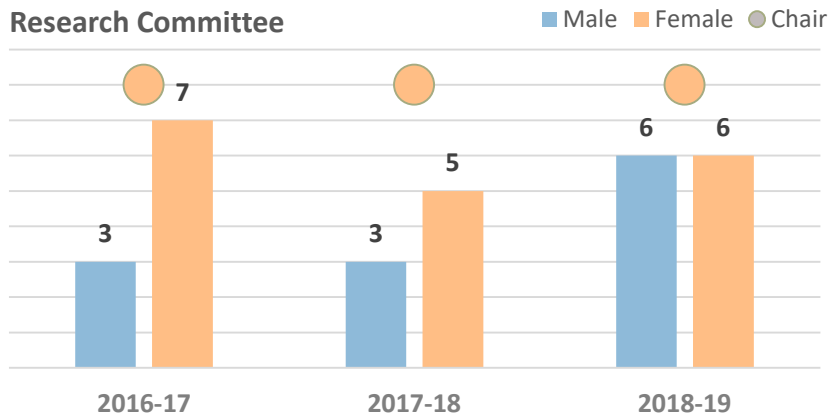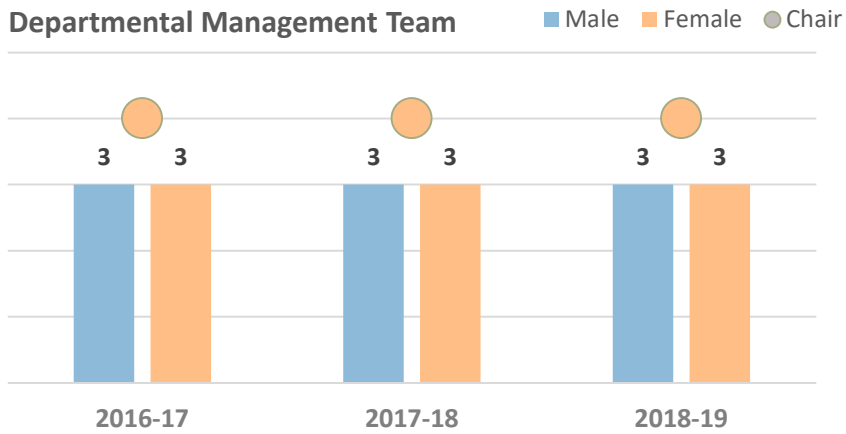
(iii)   Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

YLS decision-making committees are well-balanced in terms of seniority levels, and gender (Fig 23). Some members are approached as part of other roles, others self-nominate. All members of staff are ex officio members of Board of Studies (BoS) and Board of Examiners (BoE). In terms of decision-making and allocation of resources, the most important committees are DMT, DRC and BoS. In practice, Learning and Teaching Development Team (LTDT) often develops policy on L&T matters before they are taken to BoS for approval.

DRC includes ECRs and representatives of the PGR and postdoctoral communities. Some roles are ex officio e.g. LTDT includes Foundations in Law module leaders and elected student representatives.

Fig 23: Chairs and Members of Departmental Committees by Gender

Departmental Management Team

Male | Female | Chair

| | 3 | 3 | | 3 | 3 | | 3 | 3 |

2016-17 | 2017-18 | 2018-19

Research Committee

Male | Female | Chair

7 | 5 | 6 | 6

3 | 3

2016-17 | 2017-18 | 2018-19

Board of Studies

Male | Female | Chair

22 | 19 | 20 | 17 | 23 | 23

2016-17 | 2017-18 | 2018-19

Board of Examiners

	2016-17	2017-18	2018-19
Male	14	15	19
Female	16	14	18
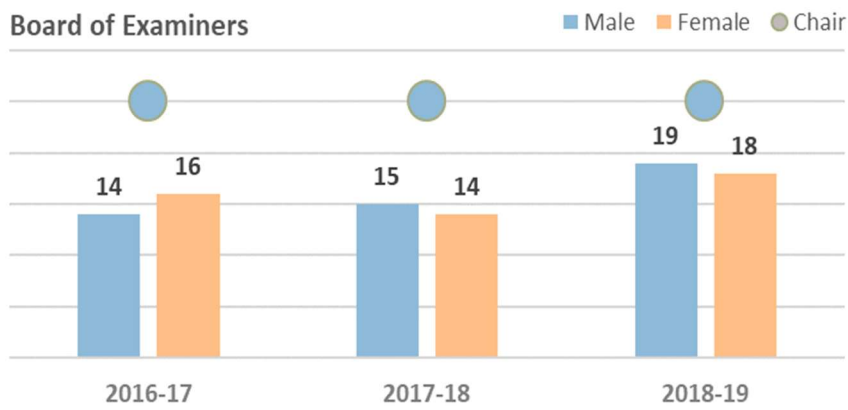
Learning & Teaching Development Team
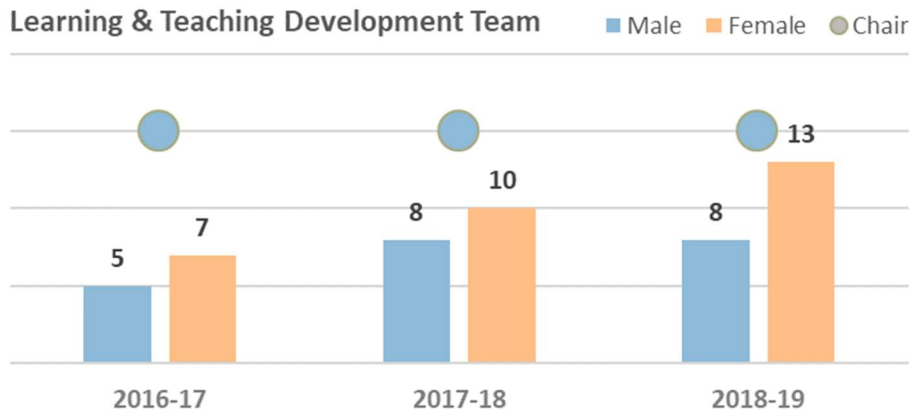
■ Male ■ Female ● Chair

	2016-17	2017-18	2018-19
Male	5	8	8
Female	7	10	13

Exceptional Circumstances

■ Male ■ Female ● Chair

	2016-17	2017-18	2018-19
Male	2	3	2
Female	6	3	4

Graduate School Board

Legend: Male, Female, Chair

	2016-17	2017-18	2018-19
Male	4	4	5
Female	3	5	6

Admissions Committee

Legend: Male, Female, Chair

	2016-17	2017-18	2018-19
Male	4	3	3
Female	5	6	5

Staff Student Forum

Legend: Male, Female, Chair

	2016-17	2017-18	2018-19
Male	8	6	3
Female	3	5	6

Library Committee
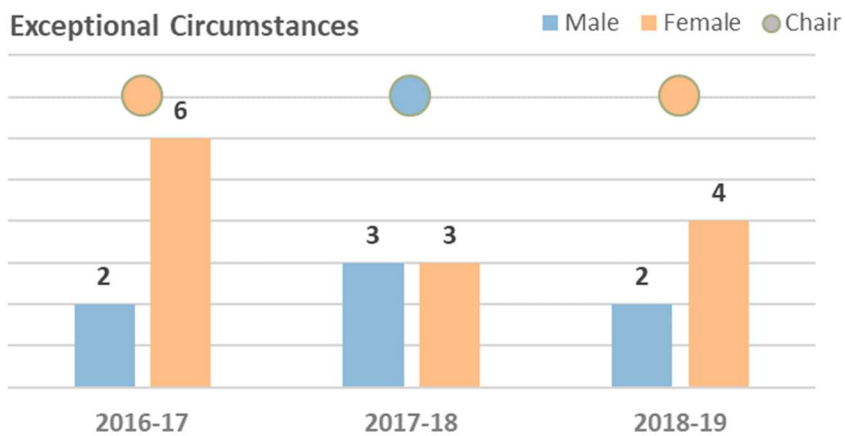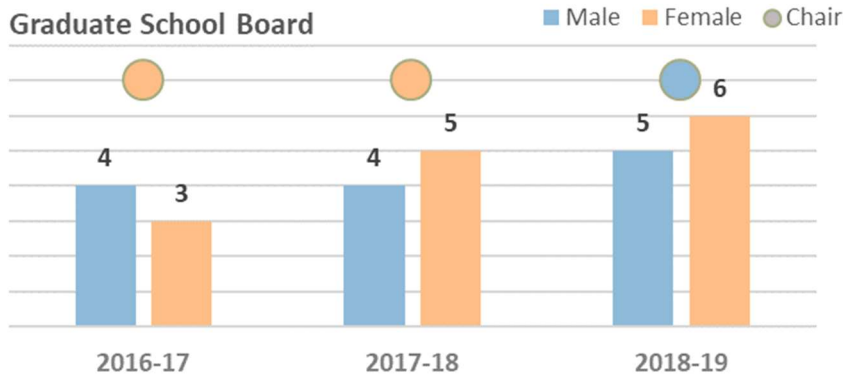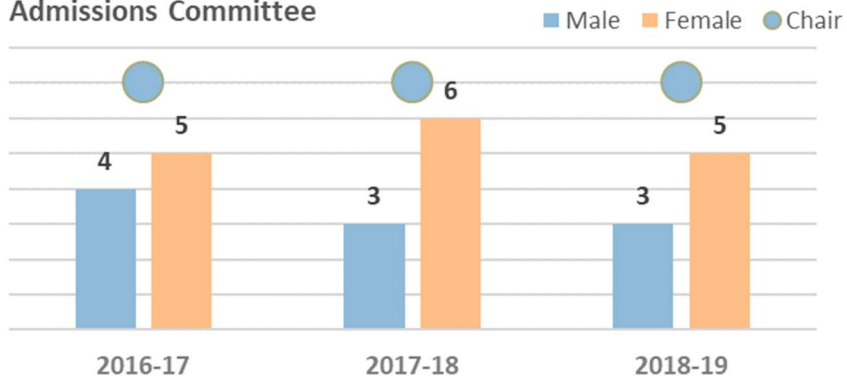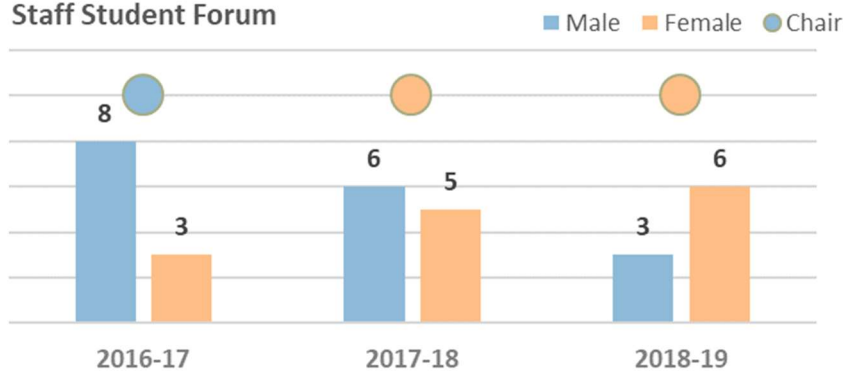
(iv)   Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

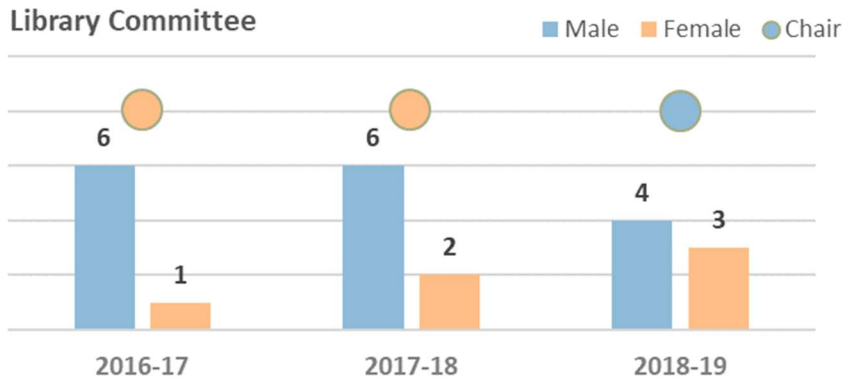Several staff sit on University and Faculty Committees such as University Teaching Committee (F DHoD), Faculty Promotions Committee, and the Standing Academic Misconduct Panel. In research, one (M) colleague is a University Research Theme Champion and one (F) colleague is a theme lead in the York-Maastricht Partnership. Membership of some University committees depends on administrative roles held at departmental level, and in other cases the individuals put themselves forward for roles. Given the variety of University roles, they are included in the individual's general administrative workload unless they are bought out (e.g. Research Theme Champion).

Fig 24: 'I am encouraged and given opportunities to represent YLS externally and / or internally'
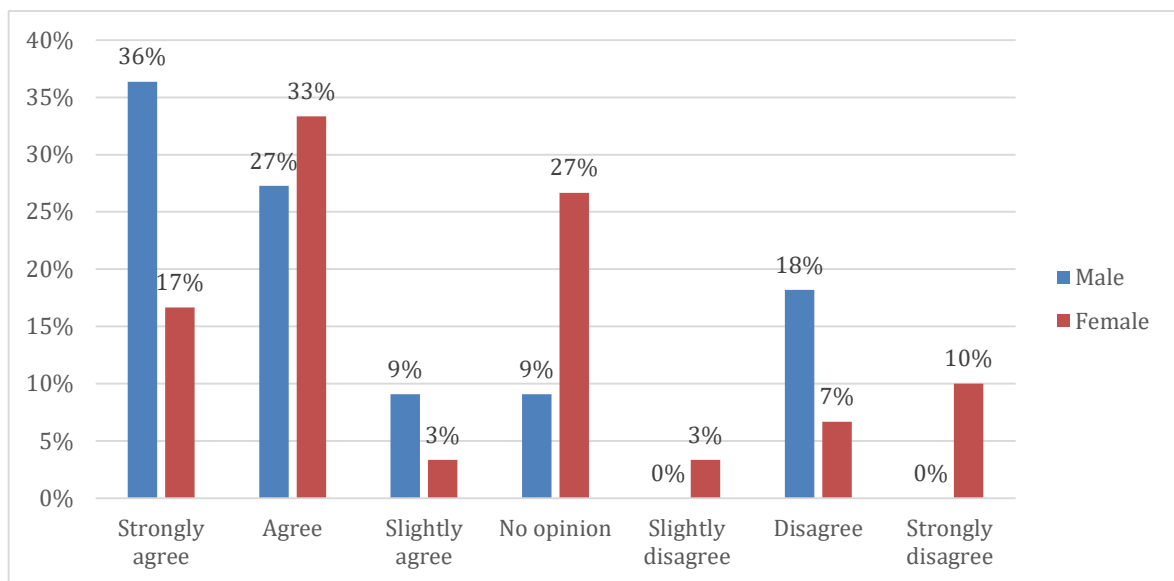
School staff are encouraged to participate in external bodies, such as on journal editorial boards, as reviewers for book publishers, on peer review panels for funders (e.g. AHRC, ESRC, European Commission), and on learned society executive committees. YLS has hosted annual conferences of the two main learned societies, Society of Legal Scholars 2015 and the Socio-Legal Studies Association 2013, with the organising committees both chaired by senior female colleagues (one also as President of SLS 2014-15).

Other colleagues hold non-academic positions as advisors and board members, such as healthcare panels, policy advisory committees, a travellers' rights trust and Citizens Advice. These positions are offered directly to the individual due to their specialism and expertise.

Although we have no data on explicit encouragement to join committees, CS data (Fig 24) indicates mixed views on opportunities to represent the department both internally and externally. We intend to make this encouragement and support part of an annual promotion and career development workshop in addition to annual PDR, and record data on external committee membership (**AP46,47).**

Action points:
- Seek staff views on how best to support external networking and implement actions. Encouragement and support as part of the annual promotion and career development workshop (from July 2022), and individual annual PDR to identify appropriate opportunities **(AP46)**
- Record data on external roles held by gender **(AP67)**

(v)   Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The workload model is laid out in a document on the staff shared drive based on hours for different tasks. Workload allocation is transparent, with individual allocations in a departmental spreadsheet. This document, as well as the Staff Handbook, also lists departmental roles and the number of hours attached to them. We aim to change significant roles on a four-yearly cycle, with the possibility of reappointment.

Fig 25 reveals perceptions of transparency about the allocation and rotation of roles. In the early years of YLS when there were small numbers of staff to cover all responsibilities, roles were allocated somewhat informally. We have now introduced a more transparent system, with a shared document making it clear when the term of particular roles are due to end and inviting expressions of interest. The current DHoD and Chair of GSB were recruited using this system. This system will be linked with

annual PDR and discussions with mentors to encourage self-nomination and fed into workload allocation by the HoD **(AP37,38)** - see also 5.3(iii).

Fig 25: 'In YLS, work is allocated on a fair and transparent basis'
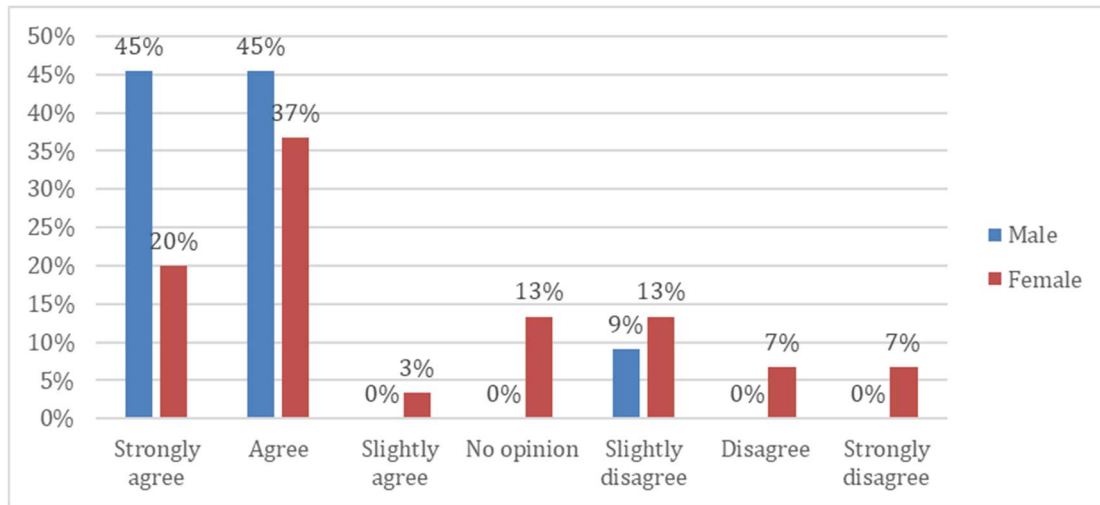
Fig 26: 'YLS values the full range of an individual's skills and experience when allocating workloads' - by gender
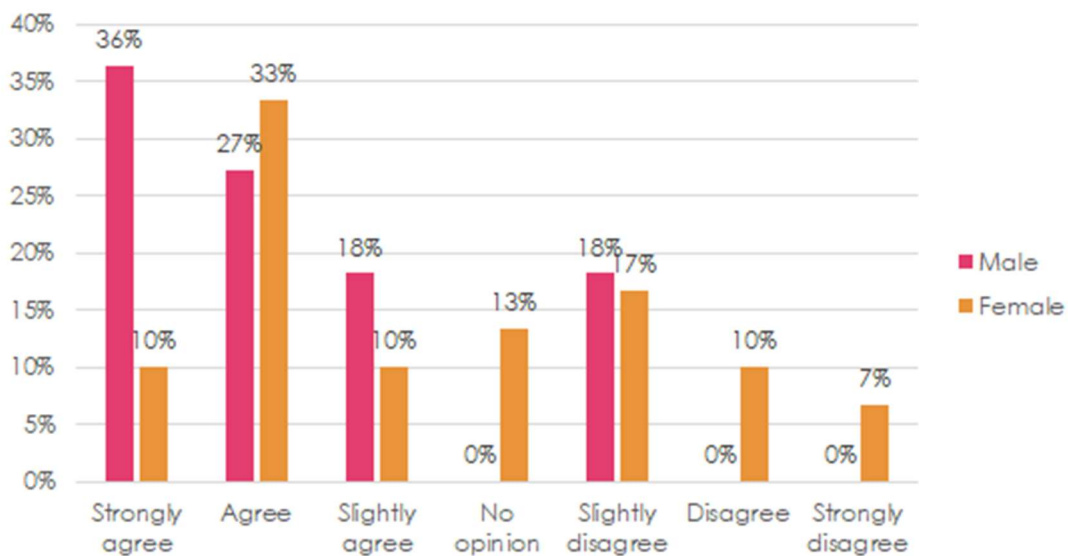
On the question of valuing the full range of an individual's skills or experience in work allocation, overall 62.2% responded positively in the CS (choosing slightly agree, agree or strongly agree), leaving a significant minority who had no opinion or who disagreed. Female staff were less positive than their male colleagues (Fig 26). No male colleagues stated 'no opinion'.

It was not possible to break this down by role profile without identifying individual respondents. However, some concerns have been raised about the workload model by

part-time PBL tutors, most of whom are women, as addressed in sections 2, 4.2(i) and 5.3(iii). The teaching timetable creates some tensions with part-time and flexible working. Some staff were initially engaged to work particular days of the week, but this is no longer possible to guarantee. Staff who teach beyond the core curriculum may be required to work for a short number of hours across two or more days, rather than one full day. We will continue to work on this with the University timetabling team **(AP56,57).**

> **Action points:**
> - Continue to discuss individual constraints and responses in workload meetings **(AP56)**
> - Continue to engage with University timetabling services **(AP57)**

(vi)   Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Departmental meetings are held during core hours between 9.30 and 5.00 pm. The CS showed that a strong majority (75.6%) agreed that 'meetings in YLS are completed during people's normal working hours to enable those with caring responsibilities to attend', however all those expressing disagreement were women (amounting to 27% of women respondents). Based on conversations, this is related to the teaching timetable points raised in 5.6(v).

The SAT has championed the use of virtual meeting technology (initially through Google Meet) to facilitate flexible working, and working practices under COVID-19 have obviously led to more online meetings through Zoom. The department builds in other means of consultation for staff who cannot attend meetings, through shared documents.

The Staff Handbook states that all staff should endeavour to attend meetings relevant to their role, but that staff on fractional contracts are not expected to attend meetings beyond their work allocation.

Social gatherings have been organised both in and away from York by a range of staff.

(vii)   Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

The first female President of the Supreme Court, Lady Hale, has a close connection with YLS and has given inspirational lectures to staff and students. YLS has a research seminar series of internal and external speakers aimed at supportive but robust discussion of work in progress as well as published research. The seminar programme convenor (a specific role created in 2016/17) usually chairs. The two most recent

convenors have been male, but previously the female Research Director organised seminars. Female colleagues have chaired on a few occasions.

Table 21: Staff research seminar speakers and respondents by gender

	Speaker	Respondent
2016/17	F 5; M 5	F 2; M 2
2017/18	F 3; M 6	F 1; M 2
2018/19	F 3; M 7	F 3; M 6
2019/20	F 4; M 6	none allocated

We did not always have a respondent or have a record of who responded

While the number of events is small, the figures show that women have had fewer opportunities to participate as speaker or respondent, and we are taking steps to address this **(AP68,69).** Following an audit of the School's seminar series, in 2019/20 we have specifically encouraged colleagues to suggest female speakers from ethnic minority backgrounds, with positive results.

YLS has been working to improve elements of its visual identity and we will continue this work on digital and printed materials as well as physical space **(AP70-72).**
For example, a significant gender imbalance towards males in our first set of 'Student Testimonial' videos has been mitigated through recruitment of YLS Digital Ambassadors/Bloggers, and procurement of further promotional/informational videos with gender equality as an explicit consideration.

Action points
- Ensure there is gender parity in invitations to external research seminar speakers from academic year 2021/22 **(AP68)**
- Invite and encourage more female colleagues to speak, chair or act as respondent/discussant, aiming for gender parity from academic year 2021/22 - introduce a rota at the start of the academic year or term **(AP69)**
- Gender balance in images and materials on YLS website and social media **(AP70)**
- Gender balance in admissions materials and activities (e.g. prospectus, videos, Student Ambassadors, admissions activities facilitators, Open/Visit Day staff) **(AP71)**
- Take opportunity to introduce inclusive images in physical space of the department when begin sharing building with Sociology department **(AP72)**


(viii)   Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Most academic staff are involved in public policy or practitioner engagement. However, a key area of engagement is admissions and Widening Participation (WP).

One identified issue has already been addressed through the selection of academic staff presenting sessions at Open Days: 75%-100% M in 2014/15-2018/19, to 50% M in 2019/20 admissions cycles.

Among student activities, Student Ambassadors play a central role at Open Days and interview days, and current YLS students act as WP Champions and role models for potential UG applicants.

Fig 27: Widening Participation Champions by Gender

	Widening Participation Champions		
Year	Female	Male	
2015/16	5	1	83% 17%
2016/17	5	4	56% 44%
2018/19	2	1	67% 33%
2019/20	2	1	67% 33%
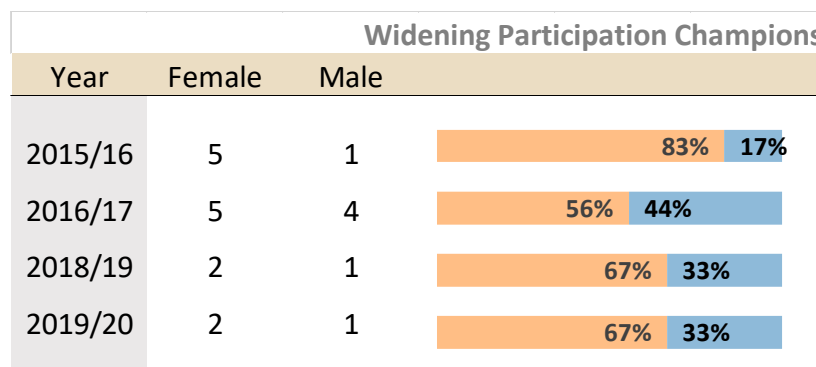
YLS also awards funding and mentoring through schemes designed to widen access to the legal profession (Figs 28-30). Our own mentoring scheme, partnering with YLS alumni, began in 2019/20. All 3 successful applicants were female.

Fig 28: Bridge to the Future Law Awards by Gender

	Bridge to the Future Law Awards		
Year	Female	Male	
2015/16	1	0	100%
2016/17	0	2	
2018/19	1	0	100%
2019/20	2	0	100%
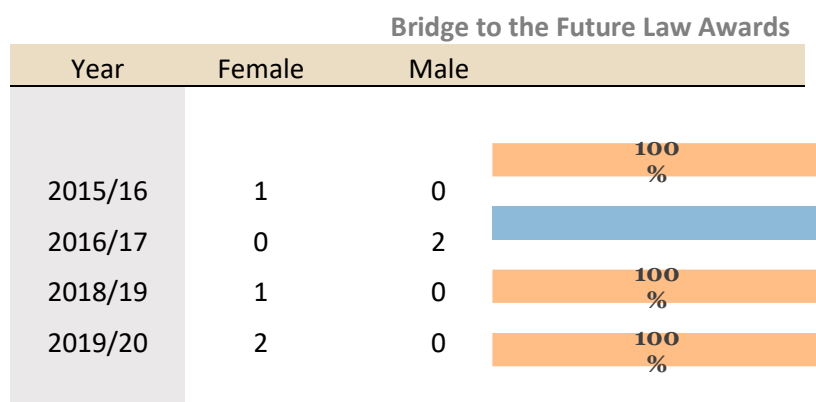
No new scholarships in 2017/18.

Fig 29: Hogan Lovells City law firm bursaries by gender

	Hogan Lovells Bursary		
Year	Female	Male	
2015/16	2	2	50% 50%
2016/17	2	1	67% 33%
2017/18	0	2	100%
2018/19	2	1	67% 33%

Fig 30: Middle Temple Access to the Bar Awards by Gender

	Access to the Bar Awards		
Year	Female	Male	
2015/16	1	1	50% 50%
2016/17	1	1	50% 50%
2018/19	2	0	100%

Section 5 word count: 5974/6000

7. FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

We had originally planned to submit this application in the April 2020 round, but work was suspended due to COVID-19. The pandemic has had a range of different consequences for both staff and students and is likely to create longer term challenges for gender equality. Caring responsibilities may fall unevenly, with women taking more of the burden, and working patterns have been affected. The need to prepare online teaching and to provide increased support for students has had an impact on time spent on activities necessary for promotion, such as research and strategic administrative projects. For example, there is evidence that journal submissions by women have fallen.

We will consider how to mitigate these effects as we implement our action plan, alongside University initiatives where relevant.

There have also been some challenges in finalising the AS application itself during the second lockdown, including confirming data, and dealing with workload alongside the increased demands of the new academic year.

158 words/500

8.   ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four [five] years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

YORK LAW SCHOOL ATHENA SWAN ACTION PLAN 2021-2026					
Issue identified	**Action no.**	**Actions (* priority action)**	**Timescales**	**Responsibilities**	**Success Measures**
Section 3: SAT					
Mainstreaming of EDI principles through department and accountability	1	* Ensure EDI, including AS, is a standing item: - on each DMT agenda - on staff meeting and Staff-Student Forum (SSF) agenda at least one meeting per year	Standing item already on DMT agenda since summer 2020 Staff meeting and SSF agenda from summer term, April 2021	Chairs and administrators of relevant meetings	Any issues raised and reviewed, actions taken to SAT and appropriate responsible colleagues
Externally transparent commitment to EDI	2	Develop and maintain the Equality, Diversity & Inclusion page on the Law website, including a section on AS	Webpage developed in Spring 2020, ongoing timely updates as appropriate	Equality & Diversity champion, AS lead, departmental website coordinator	Up-to-date webpage
Ongoing data monitoring	3	Gather and update data sources from the Bronze award on an annual basis, noting baseline measures to record change - Administer next CS in summer 2023	From Jan 2022	Designated member of SAT responsible for each section, SAT administrator to set up system, coordination by AS lead	System established, data updated, annual review by SAT

Ensure action plan objectives are implemented	4	Create action log	Feb 2021	SAT administrator	Log created and available in shared folder
	5	* Ensure relevant colleagues are aware of and undertake designated responsibilities	Feb 2021	AS lead, line managers, PDR reviewers	Actions undertaken and logged
	6	Annual report by SAT addressed to DMT on progress, to be circulated among departmental staff and relevant sections to students	From March 2022	SAT coordinated by AS lead, SAT administrator	Timely report delivered

Section 4.1 STUDENT DATA

4.1ii UG student data

UG student offers by gender Pipeline of UG female applicants: UG female offer-holders less likely accept their offer than males		Seek feedback from applicants:			Aim: 5% increase in F offer holders accepting place by Sep 2023
	7	- review past Decliners Surveys for any references to gender-related issues	Summer 2021	YLS Admissions tutor	Identifying any gender-related issues with the application process
	8	- survey/focus group with current YLS students on perceptions	Oct 2022 (due to COVID-19, no interviews	Programme leader/Foundations in Law 1 module leader during induction,	Identifying any gender-related issues with the application process

		from the admissions process	*for 2020/21 entrants)*	when introducing YLS values	
	9	Ensure gender balance among facilitators of admissions activities	Next admission cycles from Dec 2021	YLS Admissions tutor	Applicants' positive perceptions of representation. Undertake applicant survey after each admissions cycle: 75% of applicants report positively about gender balance
	10	* Enhance unconscious bias training for admissions activity facilitators with University EDI team/online (given that not all are YLS staff members)	From Dec 2021	YLS Admissions tutor, Widening Participation officer, with support from University EDI team	Enhancing awareness and confidence among admissions activity facilitators: 80% reporting confidence about the role their unconscious biases may play in the admissions process (feedback sought in alternate admissions cycles)
UG student acceptance by gender Pipeline of UG female applicants: Lower entrant rates of F applicants who have accepted an offer	11	* Investigate data through the Widening Participation admissions	Summer 2021	YLS admissions team and Widening Participation officer	Aim: average 2% increase in entrant rates of F applicants who have accepted an offer by Sep 2023 Understanding reasons for lower F entrant rates

		project on M/F grades achieved for entry (Fs may be meeting higher offers elsewhere – alternative explanation to admissions process) and/or whether F have been more or less likely than M to receive high interview scores			and implementing actions to mitigate for this if appropriate
	12	Ensure gender balance and representation in pre-entry introductory materials	April 2022	YLS admissions team	
UG degree attainment M UG students' proportionately lower attainment	13	Continue to analyse data on attainment by gender	From June 2021, biennially	Chair of Board of Examiners	Aim: 5% increase in number of UG M attaining 2:1 or higher by July 2025
	14	Investigate reasons for and improve male students' lower attainment: Attendance and engagement records, including tutors' notes on contribution – follow up low attendance and contribution	Began 2020	Personal advisors	
		Target students with lower attainment to	From Oct 2023	Personal advisors, programme leader setting expectations	

		discuss assessment feedback		(students and staff) re PA meetings, Staff-Student Forum	

4.1iii Postgraduate taught student data

PGT student offers by gender Lower rate of M receiving offers	15	Confirm whether lower male offer rates are based on entry qualifications or other reasons – review sample of applications	Summer 2024	YLS admissions team	Understanding reasons for lower rate of M offers and implementing actions to mitigate for this if appropriate
PGT student acceptance by gender Lower entrant rates among female applicants who have accepted an offer	16	Review Decliners Survey for any references to gender-related issues, or whether holding better offers from elsewhere	Summer 2023	YLS admissions team, Chair of Graduate School Board	Average 2% increase in entrant rates of F who have accepted an offer by Sep 2024
	17	Ensure gender balance and representation in admissions engagement before course begins	Summer 2023	YLS admissions team, Chair of Graduate School Board, LLM programme leaders, PGT administrator	

4.1iv Postgraduate research student data

Lower entrant rates for F Lower numbers of F PhD students (see also progression pipeline 4.1 v)	18	Investigate reasons for F PGR applicants who have accepted an offer not taking up their place, including whether there is a gendered pattern of contact with	March 2023	PGR programme leader, PGR administrator, Chair of Graduate School Board	80% of F PhD applicants who have accepted an offer taking up their place by Oct 2025

		potential supervisors, and individual barriers to take up a place. Where possible, implement actions to mitigate these barriers.			
Section 4.2 ACADEMIC AND RESEARCH STAFF DATA					
F staff proportionately more likely to leave (mostly PBL tutors)	19	Introduce a mechanism to discuss reasons for leaving e.g. exit interview/survey alongside University HR survey	Dec 2022	HoD/DHoD, depending on staff member, and departmental administrator	Retaining well-qualified F staff - 10% reduction in staff leaving
	20	* Retaining staff: explicit discussion of wider aspirations and well-being, and opportunities for different working patterns built into annual PDR and with mentors	Dec 2022	PDR reviewers (responses reviewed by HoD), mentors	
5.1 Key career transition points: academic staff					
(i) Recruitment Shortlisting stage: Across the board fewer F than M applicants, difference increasing through the grades. Proportionately more F	21	* All members of recruitment panels, not only the Chair, to undertake unconscious bias and diversity training.	From Dec 2021	Chair of shortlisting panel, members of panel, departmental administrator for training	Gender parity among interviewed candidates by Sep 2025

shortlisted for grades 6 and 7, trend reversed for grade 8 (SL, Reader) and Profs		Engage with University EDI team for departmental training.			
	22	One member of each recruitment panel designated EDI observer with responsibility for ensuring that gender and other equality and diversity issues are explicitly taken into account at shortlisting, interview and decision stages	From Dec 2021	Chair of shortlisting panel, relevant member of panel	
	23	Shortlisting data from each recruitment round to be included in annual report to DMT (AP6)	From March 2022	SAT	
	24	Continue to rotate opportunities for staff to sit on selection panels	Each recruitment round as relevant	HoD	

Proportionately fewer female Professors; significantly fewer F applicants for professorships *see also promotion*		* Encourage more female candidates to apply for professorships:	From next professorial recruitment round		35% F applicants for professorships by Sep 2025, (aligned with the UK average for F professors in Law Schools, and the University of York institutional Athena SWAN action plan target*)*
	25	- liaise with University HR to carefully consider framing language in job advertisements that will not discourage females from applying		HoD, Chair of recruitment round	
	26	- identify and approach potential external female candidates at Senior Lecturer/Reader level, not only those who are already Professors elsewhere		Staff, HoD	
	27	- encourage appropriately qualified YLS staff to apply for externally advertised roles above their grade		PDR reviewers, mentors	
	28	Engage with University HR and EDI team to ensure that one member of each professorial recruitment panel is designated EDI observer with responsibility for		Chair of shortlisting panel, relevant member of panel, departmental administrator	

		ensuring that gender and other equality and diversity issues are explicitly taken into account at shortlisting, interview and decision stages			
(ii) Induction Need for more consistency in induction processes	1	Standing item on EDI on DMT agenda to include consideration of induction activities	Sep 2021	DMT, HoD as chair, administrator	Aim: 75% agree induction process clear and beneficial in CS 2023 and in experience of new starters questionnaire
	29	A bespoke induction training package to be created for new starters commencing at times other than September	Jan 2022	DHoD	
	30	Additional structured training sessions, FAQs and audio guides on equality & diversity, YLS values and the design and delivery of PBL	July 2023	DHoD (invitations for the design of these materials to be made via the staff newsletter by May 2022)	
	31	Introduce a mentoring pro-forma	July 2022	DHoD	

	32	Introduce a questionnaire about the experience of recent starters	July 2022	DHoD	
(iii) Promotion Fewer F staff on senior grades (Reader/Prof) *see also recruitment*		* proactive encouragement to apply for promotion, particularly for female staff:			Aim: gender parity at Reader/Prof level by Sep 2026
	33	- annual workshop facilitated by those who have been through the process, sharing successful CVs	From July 2022	AS lead/SAT to organise workshop; successfully promoted colleagues	
	34	- biennial CV review for all staff	From July 2022	One senior staff member to review CVs with a view to promotion applications e.g. member on the Faculty Promotions Board	
see also career progression, HR policies	35	- annual PDR reviews to formally address promotion and strategies to support staff in identifying and achieving promotion aspirations; female staff to be targeted for	From Oct 2021	PDR reviewers, mentors, HoD, DHoD	

		support in achieving more senior positions via YLS and University-wide strategies		
	36	Information on promotion and mentoring in the staff handbook and, ahead of deadlines, in the staff newsletter	Sep 2021	HoD/DHoD
	37	Staff Handbook to include details of which major administrative roles are subject to competition and the process for applying (introduced summer 2020). Shared document with information on when roles are renewed or rotated to be kept updated	By Sep 2021	DHoD
	38	Closer links to be introduced between role rotation, PDR and workload allocation to ensure that work is allocated in a way that supports career progression	From Oct 2021	PDR reviewers, HoD/DHoD, DMT

	39	* Expand the mentoring scheme beyond early career researchers, to include mid-career staff and PBL tutors. Gather feedback on the usefulness of different mentoring opportunities/activities - report for consideration to DHoD and SAT, then included in annual report to DMT (AP6)	From March 2022 Report by Sep 2023	Mentors to be allocated by HoD/DHoD in discussion with mentee - DHoD, SAT, DMT	Uptake of mentoring opportunities with a view to securing 50% of female staff below Prof level as mentees by Sep 2024, and 80% positive feedback among mentees
5.3 Career development: academic staff					
(i) Training Low uptake of training	40	All staff required to take (online) Equality and Diversity training in: (i) their first year at YLS and (ii) at least every 3 years, or when the content of the central University course is revised	From Sep 2021	Departmental administrator for training	Completion shown on individual training record
	41	Equality and Diversity training to be explicitly raised at PDR. Participation in training to be made an objective (if relevant in line with	From Oct 2022	PDR reviewers	PDR objective set where relevant

	42	Encourage uptake of leadership, coaching and mentoring training, with a focus on encouraging greater uptake by female staff	From Sep 2021	PDR reviewers/mentors HoD/DHoD re approval	25% increase in training uptake by Dec 2023
		the timescales in the previous action point)			
(ii) Appraisal/development review Helpfulness of PDR, and taking into account the full range of individuals' skills and experience – particularly women on T&S contracts *see also career progression*	43	Setting goals in annual PDR for T&S staff, to create more opportunities to initiate strategic and pedagogic projects in the department, and to take on roles with a greater degree of responsibility	Project started by DHoD Sep 2020 From Sep 2021	DHoD, PDR reviewers	25% increased satisfaction with helpfulness of PDR and 25% increased satisfaction with PDR taking into account the full range of individuals' skills and experience as shown in CS summer 2023
(iii) Support given to academic staff for career progression Clarity of career development support for all staff, including post-doctoral researchers and PBL tutors/associate lecturers *see also promotion*	44	Career development support processes for all academic staff to be specified in induction and training materials as well as the Staff Handbook	By Sep 2021	DHoD	75% agreement to question on clarity about support as shown in CS summer 2023
Mentoring currently only routinely offered to early career researchers	39	* Offer mentoring outside the PDR process, including for	By July 2022	HoD, DHoD, Director of Research, Director of Learning & Teaching	All staff who want one with a mentor by Sep 2024

see also promotion, training, HR policies		postdoctoral researchers			
Career development for T&S staff, including part-time staff *see also appraisal/development review*	45	* The meaning of 'scholarship' in T&S roles to be clarified. Pedagogical scholarship time allocated to PBL tutors who want it, discussed in PBL tutors' PDR with objectives for how it is spent on identified projects	By Sep 2021	DMT, Director of Learning & Teaching, PDR reviewers	75% agreement to question on parity of opportunity in different role profiles in CS summer 2023
	43	Setting goals in annual PDR for T&S staff, to create more opportunities to initiate strategic and pedagogic projects in the department, and to take on roles with a greater degree of responsibility	Project started by DHoD Sep 2020 From Sep 2021	Director of Learning & Teaching, PDR reviewers	
Provisions of networking opportunities *see also promotion*	46	Likely to be individualised based on role profile, research interests and career aspirations: Ideas for useful networking opportunities gauged through the annual careers workshop (from	By March 2026	SAT through annual career workshop, PDR reviewers	Interim views: 75% agree that YLS provides useful networking opportunities in CS summer 2023; positive feedback through annual career workshop

		July 2022) and individual PDRs, and appropriate action taken			
Transparency and process for rotation of administrative roles

see *also promotion* | 37 | Staff Handbook to include details of which major administrative roles are subject to competition and the process for applying (introduced summer 2020). Shared document with information on when roles are renewed or rotated to be kept updated | By Sep 2021

Updated as appropriate | DHoD | |
| | 38 | Closer links to be introduced between role rotation, PDR and workload allocation to ensure that work is allocated in a way that supports career progression | From Oct 2021 | PDR reviewers, HoD/DHoD, DMT | |
| Effectiveness of career support for post-doctoral researchers and temporary staff | 47 | While in post, job satisfaction questionnaire; after leaving YLS, record destinations and placement in permanent posts | By Jan 2025 | Mentor or supervisor as appropriate, departmental administrator | 80% positive job satisfaction responses; 75% secure employment after YLS post |

(iv) Support given to students (at any level) for academic career progression Proportionately fewer M UG students accessing career and professional development events, – based on one year's data	48	Investigate why M less likely to access careers C&DP events – inclusive L&T project, focus group/ survey	By Jan 2024	Director of Learning & Teaching, Employability tutor	5% increase in M students accessing career support
	49	Gather and evaluate annual data on students accessing C&PD events and one-to-one support by gender	From July 2022	Employability tutor	
Data not currently gathered on PGT and PGR accessing careers support within the department	50	Seek feedback on type of careers support needed and ensure PGs included in relevant networking events (e.g. Law Society)	From Jan 2022	Employability tutor, Chair Graduate School Board, PG programme leaders/personal advisors, student representatives	Careers programme responsive to postgraduate students – 75% positive feedback
	49	Gather and evaluate annual data and feedback on students accessing C&PD events and one-to-one support by gender	From Jan 2023	Employability tutor	
(v) Support offered to those applying for research grant applications	51	Gather staff feedback on support for research grant applications and implement actions where appropriate.	From Jan 2023	Research Director, Research Impact Lead, Research Facilitator	Value of grants applied for by lecturer colleagues increased by 10% on average by March 2026 (closer to REF 2027)

Female staff are applying for and securing larger grants *see also promotion*		Particularly target support at staff at the lecturer level			
	52	Celebrate the success of these grant awards with a view to ensuring they are reflected in F promotion: maximise awareness, ensuring it is not reliant on the individual e.g. by organising a showcase event of funded projects; posters around the building; case studies on website; submit to University staff digest	First initiatives by Jan 2022	Research Director, Research Impact Lead, Research Facilitator	Relevant staff feel their achievements are recognised – discussed in PDR
5.5 Flexible working and managing career breaks					
(iii) Cover and support for maternity and adoption leave: returning to work Phasing of return to work meetings	53	Return to work discussion separated from the routine annual work allocation meeting with HoD	Next leave period as relevant	HoD	Supportive return, reducing onus on returnee to raise any issues – positive feedback reported through discussion with mentor and in CS summer 2023
	54	* Offer phased reduction in workload and support appropriate to the returner's role profile, to be decided in discussion between the		HoD, mentor/colleague	

		staff member and HoD and a third party if staff member requests it e.g. mentor			
	55	Ensure workload cover for roles so that staff on leave do not feel they are neglecting tasks		HoD	
(vi) Flexible working Teaching timetable constraints taking into account those with caring responsibilities *see also workload model*	56 57	Continue to discuss individual constraints and responses in workload meetings Continue to engage with University timetabling	For 2021/22 academic year timetabling and subsequent years	DHoD UG School Coordinator	Caring responsibilities reflected, shown by 25% increased satisfaction scores among those on T&S contracts in CS 2023
(vii) Transition from part-time back to full-time work after career breaks Ensure staff are aware they can request career breaks *see also HR policies*	58 59	Include career break policy in Staff Handbook Buddy or mentor arrangements offered for staff returning from extended leave or making transition (back) to full-time	Summer 2021 Timely individual discussion as appropriate, before going on leave and 1 month before return, with effect from March 2022	DHoD Line manager, PDR reviewer	80% awareness of policy and, if relevant, satisfaction with support, in CS summer 2023

5.6 Organisation and culture					
(i) Culture Curriculum reflective of the student population and society	60	* Continue with EDI audit of teaching materials and implement identified changes	By academic year 2021/22 and ongoing	DHoD and team through the Inclusive Learning & Teaching project, EDI champion	Positive feedback through student champions and reps
Student engagement in EDI *see also visibility of role models*	61	* Establish student champions representing particular groups; student voice activities organised through LTDT and Staff-Student Forum	By Jan 2022	Student representatives for Law and year groups, Chair of LTDT, Chair of SSF	At least 50% response rate for next student CS 2023; positive feedback through student champions and reps
(ii) HR policies Need for explicit and transparent guidelines at departmental level -	62	Links in the Handbook and on the YLS website to the University's new Equality, Diversity Inclusion webpages, continue to develop YLS EDI webpage	Summer 2021 and ongoing	DHoD, EDI champion, website administrator	75% of staff report increased awareness and satisfaction with policies as shown in summer 2023 CS
	63	Handbook to include UoY policies on harassment, including based on sex/gender	Summer 2021	DHoD	
	64	YLS to develop a whistleblowing procedure included in Handbook - ensure visibility of UoY policy and support mechanisms	Summer 2022	HoD, AS lead, SAT	75% of staff report confidence in dealing with responding to disclosures and 75% of students report awareness of and confidence in procedures in CS summer 2023

	65	Training for staff on how to respond to student and colleague disclosures of harassment/violence	Summer 2022	AS lead, SAT, departmental administrator to liaise with University EDI team	
	36	Handbook section on career development opportunities, coaching and mentoring, linked to HR Career Development policies; YLS approach (linked to UoY) on supporting women in their career development.	Summer 2021	DHoD, AS lead, SAT	75% of staff report increased awareness and satisfaction with policies as shown in summer 2023 CS
	66	Approach to support for staff and students with caring responsibilities - draft using expertise within the department, in line with University strategy	By March 2022	DHoD, AS lead, SAT, student champion/reps	75% of staff and students with caring responsibilities report increased awareness and satisfaction with policies as shown in summer 2023 CS
(iv) Encouragement to join external committees Data on external roles held Explicit encouragement to join committees	46	Seek staff views on how best to support external networking and implement actions Encouragement and support as part of the annual promotion and	By March 2026	SAT, AS lead SAT, AS lead PDR reviewers	Interim views: 75% agree that YLS provides useful networking opportunities in CS summer 2023; positive feedback through annual career workshop

	67	Record data on external roles held by gender	By March 2023	SAT administrator	
(v) Workload model *see also flexible working* Teaching timetable constraints taking into account those with caring responsibilities	56	Continue to discuss individual constraints and responses in workload meetings	For 2021/22 academic year timetabling and subsequent years	DHoD	Caring responsibilities reflected, shown by 25% increased satisfaction scores among those on T&S contracts in CS 2023
	57	Continue to engage with University timetabling services		UG School Coordinator	
(vii) Visibility of role models Fewer F than M research seminar speakers Fewer F colleagues as chair or discussant	68	Ensure there is gender parity in invitations to external research seminar speakers from academic year 2021/22	From Sep 2021	Departmental research seminar coordinator	Gender parity in invitations to research seminar speakers and discussants
	69	Invite and encourage more female colleagues to speak, chair or act as respondent/discussant, aiming for gender parity from academic year 2021/22 - introduce a			

		rota at the start of the academic year or term			
Inclusive images online and in printed material *see also culture*	70	Gender balance in images and materials on YLS website and social media	Monitor and review need for any changes by September 2023	SAT, YLS website and social media administrator	Gender parity and inclusive images Positive feedback through student champions and reps
see also UG and PGT student data	71	Gender balance in admissions materials and activities (e.g. prospectus, videos, Student Ambassadors, admissions activities facilitators, Open/Visit Day staff)	By Dec 2022	Admissions team	
Inclusive images in physical space of the department *see also culture*	72	Take opportunity when begin sharing building with Sociology department	By summer 2022	HoD, EDI champion	Gender parity and inclusive images Positive feedback through student champions and reps